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ABSTRACT

The principles of family support are clear: building on the strengths, resources, culture, and capacity of families and communities is the best way to provide for the optimal development of children. This program self-assessment book gives family support programs specific, short-term and long-term benchmarks to help them enact the principles of family support in day-to-day practice. Using the detailed checklists provided in this tool, programs can systematically assess their own performance in any or all of 10 areas: (1) governance; (2) outreach/engaging families; (3) programs and activities; (4) parent education and child development; (5) working one-on-one with families; (6) relationships with the community; (7) center environment; (8) home visiting; (9) staff roles and capacities; and (10) monitoring and evaluation. The kit includes: 10 self-assessment booklets--one for each of the 10 areas listed above (includes order forms for additional copies); photocopy masters of information-gathering tools (parent, staff, and board questionnaires) for use in conjunction with the self-assessment booklets; a spiral-bound guide with comprehensive, step-by-step instruction for using the assessment booklets and information gathering tools; and a computer diskette, with instructions for use, to help in compiling the information gathered. A 73-item bibliography is included in the guide. (HTH)

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# How Are We Doing?

## A Program Self-Assessment Toolkit for the Family Support Field

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# How Are We Doing?

## A Program Self-Assessment Toolkit for the Family Support Field

FAMILY RESOURCE COALITION OF AMERICA

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NILOFER AHSAN LINA CRAMER

***How Are We Doing?*** A Program Self-Assessment Toolkit for the Family Support Field

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# Introduction



The principles of family support are clear: building on the strengths, resources, culture, and capacity of families and communities is the best way to provide for the optimal development of children. But how can family support practitioners be sure that their day-to-day work with families, and the decisions they make about how their programs operate, really reflect the promise of the family support philosophy?

*How Are We Doing? A Program Self-Assessment Toolkit for the Family Support Field* gives family support programs specific, short-term and long-term benchmarks to help them enact the principles of family support into day-to-day practice. Using the detailed checklists provided in this tool, programs can systematically assess their own performance in any—or all—of 10 areas: governance, outreach/engaging families, programs and activities, parent education and child development, working one-on-one with families, relationships with the community, center environment, home visiting, staff roles and capacities, and monitoring and evaluation.

**This kit includes:**

- 10 self-assessment booklets—one for each of the 10 areas listed above with an order form for additional copies
- Masters of information-gathering tools that can be photocopied (Parent, Staff, and Board Questionnaires) and used in conjunction with the self-assessment booklets
- This spiral-bound guide, which contains comprehensive, step-by-step instructions for using the assessment booklets and information gathering tools, the contents of the self-assessment booklets and information gathering tools compiled in one place for easy reference, and appendices, including a bibliography
- A computer diskette that helps compile the information gathered through all of the self-assessment booklets and information-gathering tools

## What Is *How Are We Doing?*

*How Are We Doing?* is a program self-assessment tool based on the principles of family support practice. These principles are illustrated in *Guidelines for Family Support Practice*, published by the Family Resource Coalition of America in 1996. Calling upon the lessons gleaned from family support programs nationwide over several years, *How Are We Doing?* provides a framework and process for practitioners to:

- Examine all aspects of their day-to-day operations
- Identify program strengths
- Name areas in which improvement is needed
- Develop a plan to enhance specific practices
- Plan the future of the program
- Ensure that the program's practice is culturally aware and responsive

In addition to using the self-assessment to assess, revise, and plan their services, activities, and operations, programs can use *How Are We Doing?* to:

- Share information within a network of programs to reveal their respective strengths and needs for mutual technical assistance
- Conduct staff development during retreats
- Educate their boards and community partners
- Review and update their written materials

While the program the self-assessment was designed for and field-tested by individual family support programs, it also can be useful for networks of programs, organizations that monitor and provide technical assistance to programs, and other segments of the family support field. Please see Appendicies 6 and 7 for more information on using the toolkit in these settings.

## **How To Use** *How Are We Doing?*

### Important Cautions

*How Are We Doing?* provides a comprehensive look at program practice. But conducting the full self-assessment, with all of the 10 booklets and all of the supplementary tools, can be overwhelming. The program should plan to conduct the whole self-assessment over a long period of time and to focus first on areas of immediate concern.

Those using *How Are We Doing?* need to have first-hand knowledge of the day-to-day operations of the program—whether as participants, staff, board members, or other stakeholders. The information gathered from using *How Are We Doing?* will be useful to them in improving their programs, practice, and operations. *How Are We Doing?* is not suitable for outsiders conducting an evaluation of a program, nor for program directors evaluating individual staff members or groups of staff.

Finally, obtaining useful information from the self-assessment process depends on candid self-reflection on the part of program stakeholders. Attaching personal and programmatic rewards and repercussions to the results of *How Are We Doing?* compromises honest participation and limits the usefulness of the information collected, and must be avoided.

### Self-Assessment Booklets

The core of *How Are We Doing?* is a set of 10 self-assessment booklets, which are compiled in this spiral-bound guide. Each booklet is used to conduct a self-assessment in one specific aspect the program:

A. Governance
B. Outreach/Engaging Families
C. Programs and Activities
D. Parent Education and Child Development
E. Working One-on-One with Families
F. Relationships with the Community
G. Center Environment
H. Home Visiting
I. Staff Roles and Capacities
J. Monitoring and Evaluation

Each booklet begins with a brief description of essential program goals, sources of information to tap when completing the self-assessment booklet, and people to involve in the self-assessment. This text is followed by 10 to 15 "practice statements." Practice statements are the major criteria to be used by the team conducting the self-assessment.

For example, the first practice statement listed in self-assessment booklet 1, *Governance*, shown below, is: "The program's goals, mission, and objectives are..." It is followed, by a list of specific activities or qualities that demonstrate the practice more thoroughly. Additional space is provided for programs to add activities and qualities.

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The program's goals, mission, and objectives are: | | | |
| a. cooperatively developed by parents, staff, and planning committee members | | | |
| b. written in the language(s) spoken by community members | | | |
| c. clear, to the point, and jargon-free | | | |
| d. clearly communicated to staff, board, and planning committee members | | | |
| e. consistent with the principles of family support | | | |
| f. other: | | | |
| g. other: | | | |

To complete the self-assessment for a particular area, select the booklet that matches that area and complete the columns to the right of these practice statements. Use the first column to indicate how important the practice is, using the following scale, which appears at the bottom of each page:

**0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Use the second column to indicate the extent to which the practice currently is being implemented in the program, according to the following scale, which appears at the bottom of each page:

**0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

**Information-Gathering Tools**

In addition to the self-assessment booklets, information-gathering tools are provided. These allow programs to gather information from specific sources so that they can accurately complete the self-assessment booklets. They include: Parent, Staff, and Board Member Questionnaires; Focus Group Guides; a Materials Review; and a Program Observation Tool. Detailed instructions for using these tools can be found in the section, "Information-Gathering Tools: Instructions for Use," which immediately precedes the information-gathering tools in this book.

### Step-By-Step Instructions

This book includes a section called "*Instructions for Using How Are We Doing?*," which describes in detail the four major phases of conducting a self-assessment using the booklets and supplemental tools provided in *How Are We Doing?*

The four steps and the work entailed by each step are summarized below.

### Step One

**Laying the Groundwork**

I. Hold a small preliminary meeting.
II. Hold an orientation meeting.

### Step Two

**Getting Organized**

I. Choose which programs and activities to assess.
II. Choose which self-assessment booklets to complete.
III. Develop a plan for carrying out the self-assessment.

### Step Three

**Conducting the Self-Assessment**

I. Learn the rating system.
II. Complete the booklet as individuals.
III. Set ground rules for discussion.
IV. Decide the degree of importance of each item.
V. Use the information-gathering tools.
VI. Determine the degree of implementation of each item.
VII. Analyze the information gathered.
VIII. Examples of completed items.

### Step Four

**Charting a Course of Action**

I. Decide how to share the findings of the self-assessment.
II. Decide which focus areas to address first.
III. Make a plan for change based on the priorities.
IV. Act on the plan.
V. Monitor the program's success in making changes.

### Diskette

A computer diskette accompanying *How Are We Doing?* helps compile the information gathered through the self-assessment booklets and information-gathering tools included in *How Are We Doing?* It is especially helpful when large numbers of stakeholders are involved in conducting the self-assessment, and assists those conducting the self-assessment with:

- Averaging of responses to the self-assessment booklets by different members of the planning team
- Aggregation of multiple responses to a single questionnaire
- Feeding questionnaire responses into specific self-assessment booklets

Complete instructions for using the program are provided on the enclosed instruction sheet and in the "read-me" file on the diskette.

### Getting Help

FRCA's pool of experts is available to help customize *How Are We Doing?* for use in your particular program setting. For information on obtaining technical assistance in self-assessment or other areas of family support, contact FRCA at:

FRCA
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312/338-1522 (fax)
frca@frca.org (e-mail)
www.frca.org (world wide web)

FRCA plans to build on *How Are We Doing?* based on the lessons learned by programs as they conduct self-assessments. Please contact FRCA if you have ideas for ways to adapt these tools for specific settings or for creating additional booklets, worksheets, and tools, or if you have samples of tools that you have created based on *How Are We Doing?*

# Acknowledgements

## Publisher's Acknowledgments

Since 1994, when FRCA committed to developing a user-friendly self-assessment tool for all family support programs, many people and organizations have helped to conceptualize, create, review, and fine-tune *How Are We Doing?*

Without the patience, time, energy, and support of the programs that agreed to field-test *How Are We Doing?*, the self-assessment would not be the tried-and-true tool that it is. These programs were willing to work with a number of incomplete and rough drafts and to help staff see what would make the tool work for them:

Partners for Success (N.Y.)—Many thanks to the programs involved in this a citywide network of family support providers and to the administrators of these programs: Daisy Colon, Valerie Jackson, Charmane Wong, Edith Gnanadass, and Charlena Davis. Their comments and suggestions significantly shaped *How Are We Doing?* Special thanks to Rena Rice at Partners for Success for being a sensitive liaison between FRCA and the programs, and for updating FRCA on the issues facing the programs as they field-tested the guide. Thanks also to Audrey Tindell-Harris, Toni Porter, and Kira Kingren.

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## Authors' Acknowledgments

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Content coordinator Susan Baum made sure deadlines were met and kept the entire process of developing the guide running smoothly. Editorial assistant Sonya Young addressed this project's editorial challenges with great skill.

FRCA interns provided invaluable assistance: Sara Lineberger and Helen Kim provided research and support in writing the supplementary tools and in making revisions. Bridget Freisthler applied her research and analysis skills to the entire guide. Her hard work is evidenced in the guide's thorough cross-referencing and quality questionnaires.

Successful graphic design solutions were suggested and executed by KTK Design. Printing was provided by Booklet Publishing Co.

## Development and Theoretical Base

In 1991 a group of family support leaders convened to discuss a conceptual framework for training in family support. At their urging, the Family Resource Coalition of America began to develop a definition of best practices in family support programs. More than 350 programs and over 2,000 individuals in the family support field participated in focus groups and interviews designed to identify what worked in family support and why. In 1996 FRCA published the results in the book *Guidelines for Family Support Practice*, which identifies nine principles of family support and describes how programs across the country operationalize these principles in their communities.

In 1994 FRCA began developing *How Are We Doing?* in order to help programs apply these principles in their specific actions and procedures. The family support principles are listed in Appendix 1. The charts in Appendix 3 show how each specific principle is reflected in the self-assessment booklets and practice statements.

FRCA began by reviewing the literature and tools that already were being used in program assessment and monitoring, which staff solicited from national and statewide networks of programs. Resources that figured most prominently in the writing of *How Are We Doing?* are described in Appendix 10.

In 1996, the first draft of *How Are We Doing?* was piloted by FRCA staff as they facilitated a two-day discussion on program development and family support planning with a network of programs in Ohio. The resulting feedback revealed the usefulness of the guide and pointed out areas for further development, and led to a second draft. This draft was reviewed by 20 family support practitioners, researchers, policymakers, and individuals who run networks of family support programs. Many reviewers were part of statewide or national networks and had experience using similar tools in the field, and several reviews submitted by family support programs and networks of programs had been conducted by committees that represented a variety of staff positions. Based on these detailed reviews, FRCA revised the tool and developed supplementary materials to ensure that *How Are We Doing?* would meet the needs of the family support field. A list of reviewers is included in Appendix 8.

From 1997 to 1998, a group of programs worked with FRCA staff to test *How Are We Doing?* in the field. These programs work with a wide diversity of families and communities, and are spread across the nation. Based on their first-hand experiences, FRCA developed yet more tools and supplementary materials to help programs solicit, capture, and process the information they need to create a plan that leads to real program improvements. These field tests helped FRCA turn *How Are We Doing?* from a concept to a process that works. Programs that tested the guide are listed in the Acknowledgments.

# Notes on Language

## Parent

The term "parent" in *How Are We Doing?* means an adult participant in family support programs and services. Although many adults who take part in family support programs are not parents, to include all possibilities in each reference to program participants proved impossible due to the need to keep *How Are We Doing?* brief and practical for users.

## Family

The term "family" in *How Are We Doing?* refers to a group of individuals joined by blood, marriage or other long-term commitment, and/or a sense of mutual responsibility. Adoptive and foster families, extended families including fictive kin, and other non-traditional family structures are included.

## Program

The term "program" in *How Are We Doing?* refers to the entity conducting the self-assessment. This entity can be an entire agency, a program within an agency, or a program jointly sponsored by multiple agencies or by a community collaborative.

# Instructions for Using *How Are We Doing?*

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# Step One: Laying the Groundwork



Step One focuses on laying the groundwork for conducting a program self-assessment. This preparation includes becoming familiar with the *How Are We Doing?* toolkit and orienting a broad group of stakeholders to the self-assessment process so that they can invest in the hard work and long-term commitment needed to complete the program self-assessment.

## Step One: Laying the Groundwork
### Summary

I. Hold a small preliminary meeting.
- A. Become familiar with the entire *How Are We Doing?* toolkit.
- B. Discuss who should be involved in conducting the self-assessment.
- C. Invite stakeholders to an orientation meeting.

II. Hold an orientation meeting.
- A. *How Are We Doing?* A Brief Introduction to the Program Self-Assessment Tool (Presentation, 25 minutes)
- B. How Does Self-Assessment Fit Into Our Program's Mission and Goals? (Discussion, 40 minutes)
- C. What Are Our Goals for Self-Assessment? (Discussion, 40 minutes)
- D. Appointing a Coordinator (15 minutes)

## I. Hold a small preliminary meeting.

To begin with, the small group of individuals currently interested in conducting a program self-assessment should meet. This group could be as small as two people. Tasks A and B below, can be accomplished at this meeting. Task C can be carried out soon afterward.

### A. Become familiar with the entire *How Are We Doing?* toolkit.

The small group should begin by becoming familiar with the entire *How Are We Doing?* toolkit. This can be done by reading the introduction to the book, reviewing all of the orientation handouts contained in step one, and looking at all of the supplementary information-gathering tools (questionnaires, focus group questions, materials review, and program observation). The group can try filling out some of the tools and booklets to get a feel for the process.

### B. Discuss who should be involved in conducting the self-assessment.

It is important that everyone involved in the program-staff, management, governance and advisory bodies, program participants, community partners, and others-be involved in conducting the self-assessment. During the meeting, the small group should draft a list of people that represents all of these groups.* The following list can get the group started, but each community and program's list will be different:

- Board members: Choose one or two who know the program's day-to-day workings best.
- Parents: Draw from participants, the board, the parent council, or other parents who are active in the program.
- Program staff: Choose staff from all levels and all program components.
- Community partners: Draw from the board or other agencies with which you work closely.

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*The number of people on the planning team varies greatly. Planning teams at field test sites for *How Are We Doing?* ranged from five to 15 people, and included parents, staff, social workers, interns, program supervisors, board members, executive and regional directors, and community based agencies that use the program's services.

The small group should create a script and/or draft an invitation for inviting these stakeholders to an initial two-hour orientation meeting. It should stress how the self-assessment will both improve the program and help all stakeholders individually. It can draw on the agenda for the orientation meeting, below.

### C. Invite stakeholders to an orientation meeting.

After the small group meets, its members should invite stakeholders to an initial two-hour orientation meeting. They can do this with phone calls, mailed invitations, in-person visits, and posted notices, using the script and/or invitation described above. Different strategies will be useful in contacting different groups of invitees.

## II. Hold an orientation meeting.

A two-hour orientation meeting is the initial opportunity for all stakeholders to discuss the possibility of conducting a self-assessment and to have their questions answered. The goals of the orientation meeting are to:

- Familiarize all stakeholders with the structure and purpose of *How Are We Doing?*
- Decide as a group what the desired results of the self-assessment process are for the program
- Understand how the self-assessment process connects to the organization's mission and goals

An appointed note-taker should record the discussions that take place during portions B and C of the meeting (see below). This will give the group a written record of the goals they have agreed upon for the self-assessment. As the work of conducting the self-assessment proceeds, this record will be a valuable reference.

Below is a sample agenda for the meeting. It is intended to suggest important topics to cover and amounts of time to spend on them, and may be adapted to fit the program's needs.

### A. *How Are We Doing?* A Brief Introduction to the Program Self-Assessment Tool (Presentation, 25 minutes)

During this presentation, attendees learn what the *How Are We Doing?* self-assessment consists of, what research and testing it is based on, and how it can be used. Attendees should receive and be encouraged to review the orientation materials ahead of time.

**Orientation handouts include:**

- What Is *How Are We Doing?*
- Completing the Program Self-Assessment: A Quick Reference
- Worksheets: A Summary
- Information-Gathering Tools: A Summary
- Principles of Family Support Practice (see Appendix 1)

In addition, the entire *How Are We Doing?* kit should be shown at the orientation meeting.

### B. How Does Self-Assessment Fit Into Our Program's Mission and Goals? (Discussion, 40 minutes)

**Discussion materials include:**

- Worksheets 1 and 2
- Program's mission statement
- Other materials that state the program's goals

This discussion provides an opportunity to frame the whole process within the program's existing mission and goals, increasing the ability of all stakeholders to keep the big picture in mind as they perform each task of the self-assessment. During this discussion, the group reviews the mission and goals of the program and explores how the program self-assessment will help accomplish them. They may find that self-assessment will help them accomplish certain goals or parts of their mission but will not be as applicable to others.

### C. What Are Our Goals for Self-Assessment? (Discussion, 40 minutes)

This discussion provides an opportunity for stakeholders to shape, as a group, their goals for assessing the program and the benefits they expect to result from the self-assessment. The discussion should help them invest in the self-assessment. It should also be an opportunity for them to discuss any doubts or misgivings about the process and to brainstorm ways to address these concerns.

### D. Appointing a Coordinator (15 minutes)

The group should identify a coordinator for the entire program self-assessment process to ensure that the process stays on track, to see that the work of each team member complements and does not duplicate or conflict with that of the others, and to track all of the work that is being done. The responsibilities of the coordinator are described on the sheet titled Responsibilities of the Planning Team Coordinator at the end of Step One.

**Orientation Handout**

## **What Is** *How Are We Doing?*

*How Are We Doing?* is a tool for us to use in assessing our program. It is based on the principles of family support practice, and reflects lessons learned by family support programs nationwide. *How Are We Doing?* provides a framework and process for us to:

- Examine all aspects of the program's day-to-day operations
- Identify program strengths
- Name areas in which improvement is needed
- Develop a plan to enhance specific practices
- Plan the future of the program
- Ensure that the program's practice is culturally aware and responsive

The core of *How Are We Doing?* is a set of 10 self-assessment booklets. Each booklet can be used to conduct an assessment of one aspect of our program:

A. Governance
B. Outreach/Engaging Families
C. Programs and Activities
D. Parent Education and Child Development
E. Working One-on-One with Families
F. Relationships with the Community
G. Center Environment
H. Home Visiting
I. Staff Roles and Capacities
J. Monitoring and Evaluation

In each booklet there are 10 to 20 statements that describe family support practices, plus related items that either provide examples of how each practice can be implemented or a list of the qualities that make up the practice. *How Are We Doing?* is designed to help us determine how important each practice area is for our program, to what degree we have implemented each practice, and what actions we should take based on that information.

*How Are We Doing?* is comprehensive and is designed to be used as part of a long-term planning effort for continuous program improvement. We can use the individual self-assessment booklets to focus on one or a few aspects of our programming, or we can assess each aspect over a long period of time.

In order for our program to gather useful information, we must be open and honest when completing the self-assessment. There will be no rewards or repercussions resulting from this process, and *How Are We Doing?* will not be used to evaluate the performance of individual staff members or groups of staff.

In addition to the self-assessment books, the *How Are We Doing?* kit also includes the following tools, which will helps us gather and compile information:

- Questionnaires for parents, staff, and board members
- Questions for focus groups of parents and of staff
- A form for reviewing our written materials
- A form for conducting live program observations
- Worksheets to help clarify, plan, and organize our work
- A computer program that helps us compile the information we gather
- A spiral-bound guide that includes complete step-by-step instructions and appendices

Orientation Handout

# Completing the Program Self-Assessment: A Quick reference

| Program Self-Assessment Booklet | Purpose of Booklet | Sources of Information | People to Involve in the Assessment |
|---|---|---|---|
| A. Governance | Examine how decisions are made about program policies, budget, fundraising, programming, advocacy issues, community linkages, and monitoring | • Structure and composition of board and advisory committees<br>• By-laws<br>• Minutes and board notices<br>• Program's goal and mission statements<br>• Program's strategic plan<br>• Interviews with board members, committee members, executive and line staff, and participants | • Board and committee members<br>• Executive staff<br>• Supervisors<br>• Family representatives<br>• Line staff<br>• Community members |
| B. Outreach/Engaging Families | Examine ways families become involved with the program and level of engagement | • Program brochures and newsletters<br>• Mailing lists<br>• Advertisements, flyers, and other outreach materials<br>• Outreach plan<br>• Intake procedures<br>• Focus groups of: new families, families who choose not to participate in the program, target families<br>• Focus groups or interviews with line staff and volunteers who are responsible for greeting and orienting participants<br>• Observations of the reception area<br>• Referral information<br>• Observations of recruitment activities (presentations, home visits)<br>• Local media<br>• Staff/volunteer job descriptions | • Families who are active in the program<br>• Families who have left the program<br>• Line staff<br>• Staff involved in outreach and greeting<br>• Supervisors<br>• Director<br>• Board members<br>• Partner agencies<br>• Community members |
| C. Programs and Activities | Examine the programs and activities offered, focusing on ways in which learning and growth are fostered, relationships are developed, support is provided, and links to resources are made | • Organizational chart<br>• Descriptions of activities and programs<br>• Job descriptions for staff and volunteers<br>• Resource and referral files<br>• Data on program participation<br>• Agreements describing coordination with other agencies<br>• Observation of programs and activities<br>• Participant satisfaction surveys<br>• Focus groups of families<br>• Focus groups of staff | • Families<br>• Line staff<br>• Supervisors<br>• Former and current participants<br>• Executive staff<br>• Board<br>• Community members |
| D. Parent Education and Child Development | Examine how the growth and learning of parents and children are promoted, how connections between families are fostered, and how the parent-child relationship is strengthened | • Descriptions of activities and programs<br>• Goals and objectives of programs<br>• Toys and learning tools<br>• Parenting education curricula and materials<br>• Observations<br>• Interviews<br>• Participant satisfaction surveys<br>• Job descriptions<br>• Evaluations | • Parents and children<br>• Program staff<br>• Supervisors<br>• Board or committee members<br>• Former participants |
| E. Working One-on-One With Families | Review practices involved in engaging and assisting families who are experiencing extreme stress or facing multiple issues | • Outreach mechanisms<br>• Follow-up mechanisms<br>• Staff responsibilities and skills<br>• Linkages and referral procedures with other service providers<br>• Policies and practices for working with families individually<br>• Tools for assessing and setting goals with families<br>• Supervision practices<br>• Participant satisfaction surveys | • Staff who work with families individually<br>• Supervisors<br>• Families who have used the services<br>• Others in the community who offer services<br>• Program committee members |



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| Assessment Booklet | Purpose of Booklet | Sources of Information | People to Involve in Assessment |
|---|---|---|---|
| F. Relationships with the Community | Review interaction with, connection to, use of, and influence on various community organizations, networks, resources, and individuals | • Resource and referral information<br>• Service utilization data<br>• Community assessment information<br>• Staff and organizational memberships<br>• Referral, service, and linkage agreements<br>• Participation in collaboratons<br>• Event calendars<br>• Feedback from community members<br>• Participation of families in activities and other events | • Families<br>• Program staff<br>• Supervisors<br>• Director<br>• Board members<br>• Community representatives<br>• Representatives from partner agencies<br>• Funders |
| G. Center Environment* | Examine the physical arrangement of program space with regard to accessibility, safety, use by children and families as well as staff in group and individual settings. Includes materials, ambiance, comfort, and licensing and building code requirements. | • Feedback from parents and staff<br>• Survey of program space, equipment, and resources<br>• Program's certification to meet licensing and building code requirements | • Families<br>• Staff<br>• Architect<br>• Maintenance staff<br>• Local artists<br>• Board members with expertise<br>• Licensing agencies |
| H. Home Visiting* | Examine how home visiting is used to engage families and how it is adapted to their unique characteristics, circumstances, concerns, and interests | • Program description and goals<br>• Job description of home visitor<br>• Case notes from home visitor case load<br>• Focus groups or interviews with home visitors<br>• Satisfaction surveys completed by families<br>• Focus groups or interviews with families<br>• Observations of home visits | • Families currently involved in the home visiting program<br>• Families who have participated in the home visiting program<br>• Home visitor staff<br>• Supervisors<br>• Board or committee members |
| I. Staff Roles and Capacities | Review job expectations, necessary skills, supervision and professional development, management policies, and internal communication | • Organizational chart<br>• Job descriptions<br>• Training materials<br>• Licensing requirements<br>• Staff handbook<br>• Operations/policy handbook<br>• Observations of staff<br>• Interviews with staff and families<br>• Supervision plan | • Line staff<br>• Paraprofessionals<br>• Volunteers<br>• Supervisors<br>• Families<br>• Committee members<br>• Board leadership |
| J. Monitoring and Evaluation | Review information and reporting systems that document service delivery and outcomes which relate to the mission and contractual obligations of the program | • Agency goals, objectives, and mission statements<br>• Monthly and annual reports<br>• Intake and assessment forms<br>• MIS data base/system<br>• Community assessment information<br>• Participant satisfaction surveys<br>• Program evaluations<br>• Accreditation or quality assessment<br>• Interviews | • Director<br>• Supervisors<br>• Line staff<br>• Operations staff<br>• Board members<br>• Parent representatives<br>• Program evaluator |



* *These booklets address the special concerns of programs that are based in family resource centers or provide home visiting. Such programs also will find the other self-assessment books useful.*

Orientation Handout

## Summary of Worksheets

***How Are We Doing?* includes worksheets to help us:**

- Clarify what we hope to gain from the self-assessment
- Develop a detailed plan for carrying out the self-assessment
- Keep our work organized
- Develop a strategic plan based on the self-assessment that strengthens our family support practice

**These worksheets are:**

1 Setting the Context: What Is Our Program All About?
2 Setting the Context: Goals, Services & Activities, and Outcomes
3 How We Will Conduct Our Self-Assessment and Planning?
4 Tracking the Self-Assessment Process
5 What Have We Learned? Program Self-Assessment Summary Sheet
6 What Have We Learned? Strategic Planning, Part One
7 What Have We Learned? Strategic Planning, Part Two

Orientation Handout

## Summary of Information-Gathering Tools

In conducting our program self-assessment, it is important that we take time to get input from everyone who is involved in the program or has an interest in its success. *How Are We Doing?* is designed to help us obtain that input, and it contains tools that we can use to get feedback from program participants, staff members, and board members; observe our program in action; and review the written materials that we use and distribute.

It is up to us to decide which of the information-gathering tools included in *How Are We Doing?* we will use. These tools are organized in such a way that it is easy to compile the results and use them to fill out the self-assessment booklets. Each tool can be used as a whole or in sections.

**The information-gathering tools are:**

**Parent Questionnaire (English and Spanish versions)**
Prompts parents and others participating in our program to reflect on their own experiences as participants in the program.

**Staff Questionnaire**
Draws on staff's experiences and ideas regarding specific aspects of the program. May be used with all staff or a sample of staff who represent all job descriptions and program components.

**Board Questionnaire**
Solicits feedback of board members on their participation and the role of board members in overseeing the program.

**Parent Focus Group Guide**
Engages parents in discussing their experiences in the program and captures details and feelings that may be harder to express in a written questionnaire.

**Staff Focus Group Guide**
Engages staff in discussing their experiences working in the program and captures details and feelings that may be harder to express in a written questionnaire.

**Program Observation Tool**
Guides an observer in making live observations of program activities and the program environment.

**Materials Review**
Gives specific criteria for evaluating flyers, program descriptions, board minutes, reports, curricula, newsletters, etc.

## Worksheet 1

### Setting the Context: What Is Our Program All About?



What is our program's mission?

What is our community like — what are its resources and needs?

Whom does our program serve?

## Worksheet 2

### Setting the Context: Goals, Services & Activities, and Outcomes

What are the goals of the program? What services or activities are offered to meet those goals? What are the outcomes that will show the goals have been met?

| Goal | Services/Activities | Outcomes |
|---|---|---|
| Statement of purpose that describes desired effects for program participants.<br><br>Example:<br><br>*To increase parents' knowledge of child development and of appropriate ways to stimulate children's curiosity and development of skills.* | Program components that participants can take part in that help meet the goal.<br><br>Example:<br><br>• *Biweekly playgroups*<br>• *Parenting classes*<br>• *Early childhood education program with monthly parent participation.* | Observable changes in behavior, development of skills, or attainment of numerical benchmarks that point toward accomplishment of the goal.<br><br>Example:<br><br>• *20-percent increase in time parents spend playing with their children.*<br>• *Improvement in parents' pre- and post-tests on developmentally appropriate activities for children* |
| | | |
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Orientation Handout

## Responsibilities of the Planning Team Coordinator

The coordinator of the program self-assessment ensures that the process stays on track, sees that the work of each team member complements and does not duplicate or conflict with that of the others, and tracks all of the work that is being done. This person is responsible for:

- Scheduling planning team meetings
- Making sure materials are reproduced and distributed to members of the planning team and any special work groups
- Scheduling focus groups and coordination of recruitment for focus groups
- Tracking the progress of the program self-assessment
- Overseeing the use and processing of questionnaires, focus group, and other information-gathering tools
- Facilitating team meetings
- Summarizing the findings of the self-assessment process
- Communicating about the self-assessment with parents, the board, staff, and others outside of the planning team
- Overseeing the development of a strategic plan for the program as an outcome of the program self-assessment

The coordinator should:

- Have good organizational skills
- Be knowledgeable about the program
- Have the time and desire to do the work involved

# Step Two: Getting Organized



Step Two focuses on preparing for conducting the self-assessment. During this step, the planning team—the group convened at the orientation meeting in Step One—decides on the scope of the program self-assessment that it will conduct and develops a plan for completing the self-assessment.

## Step Two: Getting Organized
### Summary

I. Choose which programs and activities to assess.
II. Choose which self-assessment booklets to complete.
  A. Look at upcoming planning tasks.
  B. Use the Initial Screen.
III. Develop a plan for carrying out the self-assessment.
  A. Review the self-assessment booklet and determine how to get the information needed.
  B. Involve knowledgeable stakeholders.
  C. Set up a team or teams.
  D. Identify a coordinator.
  E. Choose appropriate information-gathering tools.

## I. Choose which programs and activities to assess.

Many family support programs have multiple components, (e.g., parenting programs, childcare, support for teen parents) or are part of larger agencies or organizations. The structure of the family support program being assessed will influence how the planning team uses *How Are We Doing?* and will help determine which programs and activities are to be assessed.

**If the family support program is part of a larger agency:**

The planning team must decide whether it will use *How Are We Doing?* to assess the whole agency or just the family support components. The following questions can help when making this decision.

- Does the agency see the family support philosophy as central and/or relevant to its mission and service delivery?

  If so, the planning team can plan and carry out an agency-wide assessment using the following self-assessment booklets: Governance, Outreach/Engaging Families, Programs and Activities, Staff Roles/Capacity, Relationship with the Community, and Monitoring and Evaluation; it also may use the other booklets to assess specific components.

  If the agency does not see family support as central to its mission and service delivery, the planning team may need to limit the assessment to family support components. Alternatively, using *How Are We Doing?* agency-wide could serve as a starting point for shifting toward a more family-supportive approach for the whole agency.

- Are there other parts of the agency that focus on services for children and families?

  While *How Are We Doing?* may not be appropriate for all of the programs in the agency, the self-assessment booklet on Parent Education and Child Development may be relevant to the programs that focus on serving children and families in the community.

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**If the program has multiple components:**

Larger family support programs may have multiple components that operate relatively autonomously. The planning team must determine which components are to be assessed, and in what order they will be assessed. The following questions can help when making this decision.

- Which components are top-priority?

  The team should discuss specific reasons for assessing some components first, delaying the assessment of others, and possibly omitting yet others from the process. Are some components central to upcoming funding proposals or staff development plans? Is there a clear need to expand or assess a component? Have families, staff members, or other key stakeholders expressed dissatisfaction with any components? These and other reasons point toward prioritizing components and assessing them first.

- Which structures do the different components of the program share, and which do they not share?

  Components that share structures can be assessed together. For example, if the childcare and job development components of a family support program share a common governance structure but have separate methods of outreach, then the Governance self-assessment booklet should be completed once for both programs, while the Outreach/Engaging Families booklet should be filled out separately for each. However, the Programs and Activities and Staff Roles and Capacities self-assessment booklets are designed to assess what is available across all program components and should be completed just once.

## II. Choose which self-assessment booklets to complete.

Conducting an in-depth, comprehensive assessment using all 10 *How Are We Doing?* self-assessment booklets takes a lot of time and work. While each program's capacity and each staff's availability for self-assessment is different, as a rule of thumb, it is best to undertake one or two sections of *How Are We Doing?* over a two- to three-month period. Before beginning the assessment, the planning team should meet to determine which aspects of the program are most important to assess first, which to assess later in the process, and which—if any—to omit. To make these decisions, the planning team can:

### A. Look at upcoming planning tasks.

Is the program preparing to complete any planning tasks in the next few months? The program self-assessment can provide information that is crucial to a number of specific programmatic development activities. For example, if the program needs to develop an outreach plan, the planning team could focus on the Outreach self-assessment booklet. If the program is developing or fine-tuning its staffing plan, the planning team may want to use the Staff Roles and Capacities self-assessment booklet.

The planning team should brainstorm about its current programmatic concerns. Is there a proposal that the program needs to submit in the next year? Does the program need to strengthen its links to the community, or build staff skills or moral? The planning team should review Completing the Program Self-Assessment: A Quick Reference, one of the orientation handouts found at the end of Step Two, and identify self-assessment booklets that are related to these short-term goals.

### B. Use the Initial Screen.

The planning team can use the Initial Screen, found at the end of Step Two, in deciding which self-assessment booklets to complete. The screen lists the topics of most of the self-assessment booklets, with general practice statements underneath each topic. Using the Initial Screen, the team can:

- Gain a broad overview of the practice areas covered by the self-assessment booklets
- Identify areas on which they want to focus or with which they want to begin
- Identify areas in which everyone agrees the program is doing well, which the team may choose to delay assessing or not to assess

Members of the planning team should fill out the columns labeled *Degree of Importance* and *Degree of Implementation*, and then compare responses. Are there areas of practice that are viewed as being important, but only partially implemented? These might be good self-assessment booklets with which to start.

## III. Develop a plan for carrying out the self-assessment.

The steps below should be taken for each self-assessment booklet to be completed, either all at once, or at the beginning of the work to complete each booklet.

### A. Review the self-assessment booklet and determine how to get the information needed.

The planning team should go through each of the self-assessment booklets chosen above, item by item. They should familiarize themselves with each item and determine the type of information needed to assess the item. The key is to solicit perspectives that are as diverse as possible.

### B. Involve knowledgable stakeholders.

Is the planning team broad enough to answer the questions accurately and completely, or is the input of additional parents, staff, volunteers, supervisors, board members, or others needed? For example, when planning an assessment using the Outreach self-assessment booklet, are staff who are responsible for outreach at the table? How about parents who are new to the program? Does the team include those who have the power to implement any changes that the assessment indicates are needed? If not, the team may expand the group in order to complete the booklet, use the information-gathering tools provided in the kit (see below), or both.

The planning team must make sure to communicate with all program staff about how the program self-assessment will be used and how it is progressing. Otherwise, staff may assume it is a staff evaluation tool or may even fear that it will be used to justify decisions to close the program or make radical changes. To avoid these assumptions and fears and to encourage staff to deepen their understanding and implementation of family support principles, staff who are not on the planning team should be engaged in the self-assessment process through discussions, questionnaires, and focus groups. Staff must know:

- The goals and desired outcomes of the self-assessment
- Which program components will be involved
- How staff will have input
- How the self-assessment will be conducted
- How the information gathered will be used

- The timeline (and revised timelines) for completing the self-assessment
- Who the members of the planning team are
- Whom to contact with questions, suggestions, and concerns

### C. Set up a team or teams.

A team of individuals, or a number of teams, should be established for the work of overseeing the self-assessment. This team can be the same for each booklet and can consist of the whole planning team, or it can vary in its composition based on the content of the booklet. The planning team must discuss whether it is broad enough to complete all of the self-assessment booklets, or whether a separate team needs to be convened to complete each one. It is important that the team be large enough to shoulder the work and that it represent multiple perspectives; however, a broad range of feedback can be gathered using the information-gathering tools. For example, the entire staff of a large program need not necessarily be on the team responsible for completing a particular self-assessment booklet; by filling out the staff questionnaire their views will be represented in the assessment.

### D. Identify a team leader.

Each team completing a self-assessment booklet should identify a team leader to ensure that the process stays on track, to see that the work of each team member complements and does not duplicate or conflict with that of the others, and to track all of the work that is being done and to work with the planning team coordinator. See Responsibilities of the Team Leader, at the end of Step Two.

### E. Choose appropriate information-gathering tools.

Using the *How Are We Doing?* Orientation Sheet: Summary of Information-Gathering Tools from Step One, and the Choosing Appropriate Information-Gathering Tools chart at the end of Step Two, the planning team should decide which of the following tools will enable it to gather the necessary diversity of feedback to complete the self-assessment booklet:

- Questionnaires for staff, board members, and parents
- Focus group guides for parents and staff members
- Program observation guide
- Materials review

The planning team may not need to use all of these tools. While reviewing the booklet, the team should ask itself: Do we already know the answer to this question? If so, how do we know it? Would getting answers from a broader range of individuals help? Of course, the planning team should use common sense. If a program component is staffed by one staff member, who is already on the planning team, then the staff questionnaire need not be used.

The information gathered by these tools has been coded so it can be applied easily to specific self-assessment booklets. The keys to the questionnaires, found in this book, match each question from each questionnaire to items in the self-assessment booklets. The diskette included in this kit will help the planning team to apply questionnaire responses to specific items in the self-assessment booklets.

The following worksheets and tools are included for use during Step Two:

- Initial Screen
- Completing the Program Self-Assessment: A Quick Reference (see Step One)
- Choosing Appropriate Information-Gathering Tools
- Responsibilities of the Team Coordinator

## **Initial Screen** *How Are We Doing?*

| | Degree of Importance | Degree of Implementation |
|---|---|---|
| **A. Governance** | | |
| 1. There is consensus among board members, program administrators, and staff regarding what the program is doing. | | |
| 2. Participants are active members of the governance body. | | |
| 3. Parents and staff provide input on governance issues. | | |
| 4. The governance body represents a broad cross-section of the community. | | |
| **B. Outreach/Engaging Families** | | |
| 1. The population for whom services are designed is clearly defined. | | |
| 2. Those participating in the program reflect the population for which services have been designed. | | |
| 3. Program participants have the information needed to make decisions about involvement in programs and activities. | | |
| **C. Programs and Activities** | | |
| 1. Programs and activities are designed in response to community needs. | | |
| 2. Families access a comprehensive array of programs and activities. | | |
| 3. Families build relationships with other families through participation in the program. | | |
| 4. There are a variety of ways for participants to contribute to programs and activities. | | |
| 5. Programs and activities offer participants a variety of ways to learn and build skills. | | |
| **D. Parent Education and Child Development** | | |
| 1. Programs and activities provide opportunities for parents to become more confident and competent at parenting. | | |
| 2. Programs and activities promote healthy child development. | | |
| 3. Programs and activities support youth in making successful transitions into adulthood. | | |
| 4. Programs and activities strengthen family relationships. | | |
| **E. Working With Individual Families** | | |
| 1. Families in crisis are supported in a timely manner. | | |
| 2. Plans are built around needs and goals that are identified by the family. | | |
| 3. Families' needs are met in a confidential and respectful manner. | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| F. Relationships with the Community | Degree of Importance | Degree of Implementation |
|---|---|---|
| 1. Programs and activities reflect the culture(s) of the community. | | |
| 2. Families access informal and formal community resources. | | |
| 3. Programs and activities influence how the community works together to support families. | | |

| G. Center Environment | | |
|---|---|---|
| 1. The center environment is welcoming, comfortable, and home-like. | | |
| 2. The center environment reflects the community cultures and involvement. | | |
| 3. The center is a safe and accessible place. | | |

| H. Home Visiting | | |
|---|---|---|
| 1. Home visiting is tailored to the interests and concerns of individual families. | | |
| 2. Home visiting respects the cultures and customs of individual families. | | |
| 3. Home visiting helps connects families to other families, programs, and community resources. | | |

| I. Staff Roles and Capacities | | |
|---|---|---|
| 1. Staff establish and maintain respectful and nurturing relationships with families. | | |
| 2. Staff empower parents to take the lead in making decisions about their families. | | |
| 3. Staff are knowledgeable about: child development, parenting, cultural values of families in the community, community resources | | |
| 4. Staff are supported and given opportunities to grow. | | |

| J. Monitoring and Evaluation | | |
|---|---|---|
| 1. Programs and activities have measurable outcomes. | | |
| 2. Progress in meeting identified goals and outcomes is tracked on a regular basis. | | |
| 3. Family and community feedback is incorporated into planning for and evaluating programs and activities. | | |
| 4. Both process and outcome assessment is used to continuously track quality. | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

# Choosing Appropriate Information-Gathering Tools



| Tool | Definition | Advantages | Other Considerations |
|---|---|---|---|
| **Questionnaire**<br>Parent<br>Staff<br>Board | Formal, systematic questionnaire for a specific group involved in program | • Everyone answers the same questions<br>• Responses are anonymous so that those surveyed may feel free to express concerns and dislikes<br>• Easy to tabulate | • Language/required reading level may be a problem for some respondents<br>• Respondent does not provide explanation or reason for rating |
| **Focus Group**<br>Parent<br>Staff | Meeting of a small group of people with similar experiences where they discuss their opinions, experiences, and impressions | • Can be conducted in language of participants and does not require reading<br>• Draws out more details and feelings associated with actual experiences | • May be hard for some individuals to express opinions that are different from those of others present<br>• Requires a facilitator who is skilled and who is knowledgeable about the program, yet neutral<br>• Produces many anecdotes that may make it harder to quantify information |
| **Program Observation** | Live, in-person study of program operation using observation tool | • Provides a way of comparing ideal or desired practices with actual behavior<br>• Provides a way to assess programming and interactions with young children | • Requires understanding of the program, the language of participants, and family support practice<br>• May make the participants or staff being observed uncomfortable |
| **Materials Review** | Analysis of all written and printed materials used by program | • Reveals appropriateness and effectiveness of materials for intended audience<br>• Helps ensure that actual program information is conveyed accurately and in understandable language | • Some programs do not have written materials |

## Responsibilities of the Team Leader

The coordinator of the team completing the self-assessment booklet ensures that the process stays on track, sees that the work of each team member complements and does not duplicate or conflict with that of the others, and tracks all of the work that is being done. This person is responsible for:

- Scheduling team meetings
- Making sure materials are reproduced and distributed to members of the team and any special work groups
- Scheduling focus groups and coordination of recruitment for focus groups
- Tracking the progress of the team in completing the booklet
- Overseeing the processing of data gathered using surveys, focus group, and other information-gathering tools to fill out the self-assessment booklet
- Facilitating team meetings
- Summarizing the findings of the team
- Communicating about process of completing the self-assessment booklet with parents, the board, staff, and others outside of the team
- Coordinating the completion of the self-assessment booklet with the overall assessment process.

The coordinator should:

- Have good organizational skills
- Be knowledgeable about the aspect of the program covered in the self-assessment booklet
- Have the time and desire to do the work involved

# Step Three: Completing the Self-Assessment Booklets



In Step Three, teams formed during Step Two assess aspects of the program by completing self-assessment booklets.*

### Step Three: Filling Out the Self-Assessment Booklets
**Summary**

I. Learn the rating system.
II. Complete the booklet as individuals.
III. Set ground rules for discussion.
IV. Decide the degree of importance of each item.
V. Use the information-gathering tools.
VI. Determine the degree of implementation of each item.
VII. Analyze the information gathered.
VIII. Examples of completed items.

## I. Learn the rating system.

Each self-assessment booklet lists up to 23 numbered items that describe family-supportive practices. In the boxes to the right of these items, the team uses a rating system to mark the *Degree of Importance* of each item and the *Degree of Implementation*—the degree to which the program already is implementing the practice. In the column on the far right, *How Do We Know?*, the team gives the reasons or basis for the ratings given. These notes will be helpful in planning for the future.

Below many numbered items are examples or detailed aspects of the practice, marked with lower-case letters. Teams have two choices for how to use the lettered items:

- Fill in ratings for each lettered items
- Mark no ratings, but use lettered items to determine the ratings for the numbered items under which they are listed

When rating, each box should be filled with a number ranging from 0 to 4, using the following keys:

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

These keys are repeated at the bottom of each page of each self-assessment booklet.

## II. Complete the booklet as individuals.

Each member of the team in charge of completing a self-assessment booklet should first complete the booklet as an individual. He or she should fill in the *Degree of Importance*, *Degree of Implementation*, and *How Do We Know?* columns for each item:

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- *Degree of Importance* and *Degree of Implementation*: The rating systems described above should be used to complete these areas.

- *How Do We Know?*: In this column, the team member should give specific examples of how the practice occurs or does not occur in the program currently.

*The amount of time it takes to complete a self-assessment booklet varies greatly depending on the number of people involved, the information-gathering tools used, and the desired depth of the self-assessment. Sites field-testing *How Are We Doing?* took one to 12 hours to complete a booklet.

*See I III—Examples of completed items, below.*

### What If We Don't Agree?
**Tips for Coming to Consensus**

- Take the issue off of the table while you gather information—then put it back on the table.
- You don't have to agree. Take an average of individuals' scores, or take the score of the majority, and let those who disagree explain why.
- Put off rating the item until the group has completed the rest of the booklet. At that point, the group will have a better understanding of each person's ideas.
- Focus decisions on overall practice, not specific instances. Don't let one individual's bad experience color everyone's judgement.
- Make a clear decision beforehand about how items of disagreement will be handled, using the options below or coming up with your own.

## III. Set ground rules for discussion.

The next task for the team in charge of completing the self-assessment booklet will be to discuss each item in the booklet together and arrive at ratings for each item. It is important to first set ground rules for these discussions, which will allow all members to participate with the same understanding of how decisions will be reached. The team should decide:

- Who will facilitate the discussion and group rating meetings
- How long to discuss each item
- How the group will determine its ratings
- What constitutes consensus or agreement
- How disagreements will be handled
- At what point additional information will be sought, and how
- When information about the assessment will be shared with others

Ground rules should cover the above issues, but also can include additional points of process that the team anticipates, or any other ideas that team members feel should be stated before they begin. A set of ground rules could be:

1. We will rotate the role of facilitator among team members.
2. We will discuss an item for no more than 20 minutes.
3. We will seek agreement or consensus about the rating of each item.
4. Consensus means that two-thirds of our team agrees.
5. In the event that we are unable to reach consensus about an item, we will put it in the "parking lot" until we decide how to resolve the differences of opinion.
6. When we have difficulty agreeing or feel we don't have enough information to make a decision, we will seek additional information using the *How Are We Doing?* information-gathering tools. *See I III—Use the information-gathering tools, below.*
7. We will keep our conversations confidential until we have completed the self-assessment.
8. Each team member will assign his or her own ratings prior to team meetings.
9. Each team member will have an opportunity to express his or her opinion.
10. We will respect each team member's opinion.
11. Ratings will be based on overall program practices as opposed to individual incidents or staff members.

## IV. Decide the degree of importance of each item.

Using the rating description in *I. Learn the rating system*, above, the team should rate the degree of importance of each item in the self-assessment booklet. This will allow them to:

- Agree on the priority areas of operation for the program
- Develop a common understanding and common language with which to carry out the self-assessment
- Lay the groundwork for discussing the degree of implementation of each item

Each self-assessment booklet identifies up to 23 family-supportive practices. It is up to the team to determine the importance of each item to the program. Each program has unique considerations in deciding the importance of practices. The team should consider what families in the community need most; resources that already are present; areas that may have drawn complaints and praises in the past; and any crises, accomplishments, or recent events that point toward prioritizing specific practices. Filling out the degree of importance helps to ensure that the program's own priorities and goals will drive the entire assessment process. For examples, see *VIII. Examples of completed items*, below.

## V. Use the information-gathering tools.

*How Are We Doing?* contains a section of information-gathering tools that help teams get the input of a broad group of people in rating the degree of implementation of the items in the self-assessment booklet. In Step Two, the planning team reviewed the information-gathering tools that would be used to inform the assessment process—questionnaires, observations, focus groups, etc. In this step, the team in charge of completing a self-assessment booklet prepares to use these tools.

**Complete instructions are placed before the information-gathering tools in this book. Those instructions are crucial to using the tools.**

The team should use the information-gathering tools if:

- The team wants to incorporate the views of more people
- There are differences of opinion on the degree of importance or the degree of implementation of specific items
- Team members with different roles, such as staff and parents, have different opinions on items
- The team wants a standardized way to compare different program components
- The team wants a standardized way to gather consistent feedback from different people

The information-gathering tools are meant to help inform the team and broaden participation in the self-assessment process. They are not meant to become a burden or an end in and of themselves.

**Information-Gathering Tools Included**

- Parent Questionnaire (English and Spanish versions)
- Staff Questionnaire
- Board Questionnaire
- Parent Focus Group Guide
- Staff Focus Group Guide
- Program Observation Tool
- Materials Review

**Special Considerations When Using the Tools**

The Summary of Information-Gathering Tools in Step Two provides an orientation to all of the tools. When using the information-gathering tools, the team should consider:

- Breadth and depth of information desired
  - For deep, detailed information to complete a specific self-assessment booklet, use a **focus group**
  - For standardized information from parents about their experience with any of the program components, use a **questionnaire**
  - For gathering information about how the program works with young children, and about aspects of the program that are hard to guage without seeing them in action, use the **program observation tool**

- Language and literacy levels of the parents
  - For a group of parents who speak and read primarily Spanish, use the **parent questionnaire in Spanish**
  - For a group of parents who speak or read primarily a language other than English or Spanish, work with someone in the program to translate the **parent questionnaire** in writing or out load
  - Ask a parent from the program to help by reading the **parent questionnaire** to parents with low literacy skills and helping them fill it out

- Logistical tasks associated with each information-gathering tool
  - **Questionnaires** require that the team plan for: translation, distribution, and gathering questionnaires in a way that keeps them confidential.
  - **Program observation** must be planned to occur during specific times. Those conducting the observation should reflect diverse perspectives—staff, board, parents, and community. Observers should meet ahead of time to discuss what to look for. See the program observation tool for more tips.
  - **Materials review** requires that examples of the program's written materials be gathered.

- Availability of qualified people
  - A **focus group** must have a skilled, neutral facilitator who is fluent in the language of the parents and knowledgeable about the program's work, and a recorder who can capture what was said.
  - Compiling information from **questionnaires** requires some mathematical and organizational skills, and/or familiarity with computers, if the diskette included in this kit is to be used.

### Making an Action Plan for Gathering Information

There are many tasks involved in disseminating and using the information-gathering tools. Using Worksheets 3 and 4, at the end of Step Three, the team should list roles and responsibilities, who will be doing what, and when the tasks will be accomplished, and should give copies of these to the planning team coordinator. Responsibilities can include everything from mailing or delivering questionnaires to conducting a program observation.

### Using the Information Gathered

Each questionnaire in this guide is followed by a key for the planning team. The key shows, for each questionnaire item, a reference to the matching item(s) in the self-assessment booklets. Each key is broken into sections—each section representing one self-assessment booklet. Some items appear in the keys multiple times, but appear only once in the questionnaire. This will avoid duplication for those who are using a questionnaire to help fill out multiple self-assessment booklets.

As an example, here is item one from the *parent questionnaire* as it appears in the *parent questionnaire—key for planning team*:

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Parents make decisions about the program and its plans for the future. (A.3, A.13a, C.1, C.7c) | | | | | |

As shown by the letters and numbers in parentheses, this item from the *parent questionnaire* can be used to complete items 3 and 13a in self-assessment booklet *A. Governance*, and to complete items 1 and 7c in self-assessment booklet *C. Programs and Activities*. The item can be found in sections A and C of the *parent questionnaire—key for planning team*.

Only questionnaires have keys. Other information-gathering tools include clear references to the self-assessment booklet items right in the tool.

## VI. Determine the degree of implementation of each item.

The team's next task is to determine the degree of implementation for each item. When identifying the degree of implementation, the team will:

- Identify explicit examples that demonstrate the degree to which the practice is being implemented now (these should be described in the *How Do We Know?* column)
- Discuss the frequency with which the practice occurs in the program
- Discuss the consistency with which the practice occurs
- Discuss the thoroughness with which the practice is implemented

During the discussion, members of the team should cite examples from the program and discuss what was learned using the information-gathering tools as ways of building overall consensus on the degree to which each item listed currently is implemented in the program. When using multiple information-gathering tools, it may be helpful to compare and contrast different points of view—e.g., responses from staff and parent questionnaires. The *How Are We Doing?* computer diskette will help with this comparison. Filling out the *How Do We Know?* column will help to keep the discussion grounded in actual practice.

*See VIII—Examples of completed items, below.*

## VII. Analyze the information gathered.

The text titled *Information-Gathering Tools: Instructions for Use*, which precedes the information-gathering tools in this book, contains detailed instructions for analyzing information gathered using the information-gathering tools. Below are additional considerations.

### Compiling the Responses

The *How Are We Doing?* computer diskette, which is a part of this toolkit, will help the team completing the self-assessment booklet to:

- Make sense of individuals' ratings in the self-assessment booklet (see activity *II. Complete the booklet as individuals*, above)
- Average the completed parent, staff, or board questionnaires
- Apply the results of parent, staff, or board questionnaires to items in the self-assessment booklet
- Keep track of the information collected.

For more information on how to use the diskette, see the Read Me file located on the diskette, or the sheet titled *How Are We Doing? Diskette: Instructions for Use*, included in the toolkit.

If the team does not use the diskette, members should allow time for tabulating and analyzing responses. *Information-Gathering Tools: Instructions for Use*, which precedes the information-gathering tools in this book, includes forms to use in recording how individuals responded to each item in the self-assessment booklet or questionnaire. It also includes instructions for calculating and interpreting an average response.

After responses have been compiled, each member of the team completing the self-assessment booklet should receive a copy of the booklet with all columns completed, including the *How Do We Know?* column. If this column is too detailed, it can be summarized and attached.

### Identifying Strengths and Focus Areas

Using Worksheet 5, found at the end of this step, the team should reflect on its findings and answer the following questions:

- What are our strengths? What do we do well? These are items with both a high *degree of importance* and a high *degree of implementation*.
- What are our focus areas? These are items with a high *degree of importance* but a lower *degree of implementation*.
- In which areas is improvement a high priority?
- What can we do right now?
- What do we need to defer until a future date?
- In which areas do we disagree?
- In which areas do we need more information?

The team completing the self-assessment booklet should share the completed Worksheet 5 with the planning team.

Upon identifying strengths and focus areas, the team should discuss what the findings mean for the program or individual program components. The team should come to consensus about program priorities. Some of the conclusions may point directly to a plan of action, while others may be made as recommendations for action to a different decision-making body, such as the program committee of the board or the management council. This work is described in Step Four.

## VIII. Examples of Completed Items

| | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7. Transportation, quality childcare, respite care, or children's activities are provided to encourage parents' participation in programming | 4 | 4 | • Have contract with local taxi service to provide transportation to participants<br>• Childcare provided on-site during all programming, includes learning activities |

| | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 9. All families who have contact with the program receive: | | | • Families are asked whether they want to be on mailing list during orientation tour |
| a. regular information about programs and activities | 4 | 4 | • Bi-monthly mailings sent to all families on mailing list<br>• Information about program activities posted at 15 partner agencies monthly |
| b. calendars | 5 | 2 | • Event/program calendars posted on bulletin board monthly, but not mailed |
| c. invitations to family events | 5 | 1 | • Invitations posted on center bulletin board, but not mailed |

The following worksheets and tools are included for use during Step Three:

- Worksheet 3
- Worksheet 4
- Worksheet 5

## Worksheet 3

### How We Will Conduct Our Self-Assessment and Planning?

**Members of the Planning Team:**

**Planning Team Coordinator:**

| Program/Service | Self-Assessment Booklets | Information-Gathering Methods | Group Members and Leader |
|---|---|---|---|
| List each program component that will be part of the program self-assessment process (e.g., parenting classes, home visiting, counseling). | List which self-assessment booklets will be used (e.g., Outreach / Engaging Families, Programs and Activities). | Identify how the information will be gathered (e.g., parent questionnaires, program observations, staff questionnaires). | List people to be involved in assessment and identify a lead person. May include those not on the team. |
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## Worksheet 4

### Tracking the Self-Assessment Process

Self-Assessment Booklet:

| Task* | Person(s) Responsible | Date for Completion |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

*e.g., collect and review outreach materials, survey 15 parents, observe respite care program

## Worksheet 5

### Tracking the Self-Assessment Process
**Program Self-Assessment Summary Sheet**

**Self Assessment Booklet:**

**1. Strengths**

Items with both a high *degree of importance* and a high *degree of implementation*:

**2. Focus Areas**

Items with a high *degree of importance* but a lower *degree of implementation*:

**3. High-Priority Areas**

Areas in which improvement is a high priority:

**4. Next Steps**

Actions that the program can take now:

**5. Future Steps**

Actions that must be delayed until a future date:

**6. Areas of Disagreement**

Items on which the team disagrees:

**7. More Information Needed**

Areas in which more information is needed:

# Step Four: Charting a Course for Future Action



In Step Four, the planning team reviews completed self-assessment booklets, discusses the findings, and plans a course of action to respond to these findings.

### Step Four: Charting a Course of Action
**Summary***

I. Decide how to share the findings of the self-assessment.
II. Decide which focus areas to work on first.
III. Make a plan for change based on the priorities.
  A. Identify changes that the program will make.
  B. Determine outcomes that will be achieved through these changes.
  C. Plan action steps.
  D. Allocate resources for each priority item.
  E. Address barriers.
  F. Select people to implement the changes.
  G. Assign dates for completion.
IV. Act on the plan.
V. Monitor the program's success in making changes.

*The decisions that the planning team makes in this step will affect how they proceed. Therefore, it is likely that the components of Step Four may not occur in exactly the order shown above.

## I. Decide how to share the findings of the self-assessment.

The planning team will need to share all or some of the findings of the self-assessment process with a larger group. Sharing information builds the large group of stakeholders' understanding and commitment to making the changes needed. Worksheet 5, completed for each self-assessment booklet that was filled out, can be used as a summary of what was learned.

In deciding how to share the information, the planning team should ask itself:

- **When should the information be shared?** Sharing what was learned before proceeding to make a plan for change (see below, *III. Make a plan for change*) may provide an opportunity to bring a broader group into the process of creating the plan. Alternately, if the planning team is already large and inclusive, it may want to make the plan and share both the findings and the plan at the same time.

- **Who needs to have this information?** In order for the program to improve and grow, do staff, parents, board members, community partners, and/or others need to know the findings?

- **What is the best way for them to receive the information?** What would help stakeholders to fully understand the information and help the program improve? Meetings for staff, parents, or board members? A large general meeting? A written report? An issue of the newsletter? Or other methods?

The planning team's answers to these questions will affect the order and way in which they perform the rest of the activities described in Step Four.



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## II. Decide which focus areas to work on first.

Worksheet 5, completed in Step Three, provided information on program strengths and focus areas. Depending on how many focus areas were identified, the planning team may need to prioritize further in order to decide which areas to address first. The planning team should ask itself:

- Which items affect our ability to accomplish our goals and objectives?
- Which items affect our ability to work effectively with children and families in our program?
- Which items affect our ability to work effectively in our community?
- Which items need to change this year? Which items can wait until next year?
- Which items affect our ability to work together?
- Who else needs to be part of our decision making?

## III. Make a plan for change based on the priorities.

The planning team, as a whole or in work groups, should fill out Worksheets 6 and 7 as they plan the details of the changes that their program will make and the outcomes that they plan to achieve.

### A. Identify changes that the program will make.

Starting with the highest-priority items, the planning team should discuss the specific changes that are needed in order to improve the degree of implementation of the item. Below are examples of items and of changes that the program might decide to make:

Example 1 (From self-assessment booklet 4. *Governance*)

| | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 3. Parents comprise a significant portion of the program's planning committee/ governing board (33-50% minimum) | 5 | 1 | Only two parents are on the governing board, and they rarely participate in meetings |

Possible program change:

- Increase the number of parents who actively participate in the governing board.

Example 2 (From self-assessment booklet *C. Programs and Activities*)

| | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 8. The program provides services to meet the needs of all family members: | 5 | 3 | |
| a. activities to appeal to all age groups | 5 | 5 | |
| b. programs for both fathers and mothers | 5 | 5 | |
| c. flexibility to accommodate nontraditional family structures | 5 | 1 | Few single parents participate in programs. Many who have started have dropped out. |

Possible program change:

- Improve the quality of parent and child activities offered for single parents.

**B. Determine outcomes that will be achieved through these changes.**

Once a specific change has been agreed upon, the planning team should discuss what positive outcome—improvement in the program, families, or the community—will be achieved through the change. For examples 1 and 2 respectively, outcomes might be:

- Parent board members will be active participants in every meeting. Two new parent board members will be recruited.

- The rate at which single parents drop out of our programs will be cut in half.

**C. Plan action steps.**

The planning team should plan the specific steps that will be involved in making the changes determined above in A. *Determine changes that the program will make.*

To achieve the change desired in example 1, *increase the number of parents who actively participate in the governing board*, actions steps might be:

- For each program component, identify parents who might be interested in being on the board.
- Convene a special event for parents interested in the board, such as an orientation dinner.
- Develop printed materials that explain the role of the board, why it is important for the program to have parents on the board, the ways parents can participate, and the responsibilities of being a board member.
- Identify parents who no longer are participating in the program who may be ready and willing to serve on the board.

To achieve the change desired in example *2, improve the quality of parent and child activities offered for single parents*, actions steps might be:

- Organize a team of staff members and single parents to design activities.
- Survey parents on their ideas, interests, and/or concerns.
- Investigate new activity books, materials, and/or curricula.
- Visit other programs.
- Train staff.

### D. Allocate resources for each priority item.

The planning team should anticipate and list what the program will need in order to accomplish the changes and action steps described for each priority item. These might include:

- Staff
- Funding
- Space
- Skills
- Time
- Information
- Materials and equipment

### E. Address barriers.

The planning team should consider and write down any barriers that, if not addressed, might prevent the program from making the changes and taking the action steps described above. Barriers might include:

- Changes needed in the way the program operates or is staffed
- Lack of specific resources identified above
- Competition with other priorities
- Attitudes or previous negative experiences

### F. Select people to implement the changes.

For each proposed change, the planning team should identify a person who is willing to assume responsibility. The team should be clear about what is expected of this person and what support and resources are available to assist him or her in making the desired change.

### G. Assign dates for completion

If possible, the planning team should assign an expected completion date to each action step, to continue and build the momentum of the process and to recognize progress. Dates should be realistic and should take into account existing responsibilities of planning team members and others.

## IV. Act on the plan.

Once all columns in Worksheets 6 and 7 have been filled in for a given self-assessment booklet, the team must move forward by working to complete the action steps, attaining the needed resources, addressing the barriers identified, or achieving needed collaboration and approval from others involved in the program.

Parts of the plan may be carried out immediately by the people identified as responsible. For example:

> A program that has decided *to improve the outreach flier to give clearer information about the program* may immediately revise the flier and begin distributing it to families in the community.

Parts of the plan will require that resources be secured before the change can occur. For example:

> A program may want to *improve staff's ability to work with new immigrant families in the community.* This change may call for hiring or training a staff person who is fluent in the language of the families and is interested in working in the program.

Parts of the plan will affect overall program operation and may need to be sent to other groups, such as the board or management team. For example:

> A program may want to *formalize the requirement that parents from the community comprise a specific percentage of the membership of the board.* This change will need to be taken to the board for further action and may require changing the by-laws.

## V. Monitor the program's success in making changes.

The planning team should decide how to monitor progress and maintain momentum in implementing the changes. It is important that the planning team set up a mechanism to ensure that people who are responsible for implementing the changes get the support and attention that they need in order to achieve results.

Plans will need to be adjusted as the work progresses. Change takes time, and new developments may alter the original plan. Sometimes barriers are more difficult to overcome than the planning team anticipated. It is important that an oversight team be formed and meet periodically to monitor progress, help solve problems, and support the work to improve the program.

To proceed strategically with monitoring the program's progress, the planning team should answer these questions:

- Who should be on the oversight team? (Consider overall perspective, experience, contacts, and other qualities that would help.)
- How often, when, and where will the oversight team meet?
- Can other check-in methods be set in place, such as e-mail list-serves, phone trees, or faxed bulletins that keep oversight team and planning team members in touch?
- Whom should planning team members or others contact if they encounter barriers to completing action steps?
- How will the program adjust its plans if resources are not available?
- When will the self-assessment booklet be completed again?

The following worksheets are included for use during Step Four:

- Worksheet 6
- Worksheet 7

## Worksheet 6

**Tracking the Self-Assessment Process**
Strategic Planning, Part One

Self-Assessment Booklet:

| Change | Outcomes | Action Steps |
|---|---|---|
| | | |
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## Worksheet 7

**What Have We Learned?**
Strategic Planning, Part Two

Self-Assessment Booklet:

| Change | Resources Needed | Barriers to Overcome | Person Responsible | Date for Completion |
|---|---|---|---|---|
| | | | | |
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# Program Self-Assessment Booklets

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## A. Governance

This self-assessment booklet will help the program examine how decisions are being made about policies, budget, fundraising, programming, advocacy issues, community linkages, and monitoring. In order for family support programs to respond to the unique needs of the families they serve, they must involve key community stakeholders in making decisions about the program and work with other service providers in the community. The governance structure of family support programs places parents in key decision-making roles and includes other agencies and key community stakeholders. Those who are not part of the formal governance process still provide input in that process. This booklet is intended to help the program examine whether or not its governance process is inclusive, is clear to all involved, encourages fair decision making, and supports and involves parents in leadership roles. Some questions may not be relevant to programs operating within larger agency structures.

### Where to Find the Answers

- Structure and composition of board and advisory committees
- By-laws
- Minutes and board notices
- Program's goal and mission statements
- Program's strategic plan
- Interviews with board members, committee members, executive and line staff, and participants

These materials should be investigated to determine whether the governance process not only includes parents and other key decision makers, but involves them in meaningful ways.

### People To Involve in the Assessment

- Board and committee members
- Executive staff
- Supervisors
- Family representatives
- Line staff
- Community members

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The program's goals, mission, and objectives are: | | | |
| a. cooperatively developed by parents, staff, and planning committee members | | | |
| b. written in the language(s) spoken by community members | | | |
| c. clear, to the point, and jargon-free | | | |
| d. clearly communicated to staff, board, and planning committee members | | | |
| e. consistent with the principles of family support | | | |
| f. other: | | | |
| g. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 2. A program planning committee/governing board oversees ongoing programming decisions regarding: | | | |
| a. types of activities/services provided | | | |
| b. use of resources | | | |
| c. measuring the quality, appropriateness, and effectiveness of programs | | | |
| d. collaborative working agreements with other service providers and/or community organizations | | | |
| e. other: | | | |
| f. other: | | | |
| 3. Parents comprise a significant portion of the program's planning committee/governing board (33-50% minimum) | | | |
| 4. The membership of the governing body reflects the types of families in the community | | | |
| 5. Parents' participation in the program's planning committee/governing board is supported by: | | | |
| a. orientation for parents and other committee members | | | |
| b. leadership training and ongoing skills training | | | |
| c. compensation for time and out-of-pocket expenses | | | |
| d. meals, transportation, and childcare if needed | | | |
| e. information that is the same for parents and committee members | | | |
| f. materials in the primary language of parent participants | | | |
| g. a designated contact or mentor for parents on the planning committee | | | |
| h. other: | | | |
| i. other: | | | |
| 6. There is a clear strategy for recruiting board members who are of the racial and cultural backgrounds of the people in the community | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7. The program planning committee/governing board includes community resource providers such as: | | | |
| a. local schools | | | |
| b. religious institutions | | | |
| c. community groups/organizations | | | |
| d. community health care providers | | | |
| e. local government | | | |
| f. social services | | | |
| g. voluntary service organizations (i.e. Junior League, Kiwanis, Elks) | | | |
| h. community development groups | | | |
| i. parks/recreation/libraries/cultural institutions | | | |
| j. local businesses/economic development initiatives | | | |
| k. other: | | | |
| l. other: | | | |
| 8. The governance body meets regularly at times convenient to participating family members | | | |
| 9. Written reports from meetings are: | | | |
| a. available and distributed in a timely fashion | | | |
| b. approved by board members | | | |
| 10. All written materials for or about meetings are written in language accessible to all board members | | | |
| 11. The decision-making process is clear and understood by all members | | | |
| 12. Information is readily available on: | | | |
| a. board membership | | | |
| b. tenure of board members | | | |
| c. process for identifying and choosing board members | | | |
| d. board responsibilities and commitments | | | |
| e. other: | | | |
| f. other: | | | |
| 13. Programming decisions are made with input and feedback from: | | | |
| a. participating families | | | |
| b. staff | | | |
| c. community members | | | |
| d. other: | | | |
| e. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 14. Families are involved in other leadership roles in the program by: | | | |
| a. chairing committees | | | |
| b. serving as trustees and board members | | | |
| c. conducting publicity and outreach | | | |
| d. developing program activities | | | |
| e. reviewing grant proposals | | | |
| f. advocating and presenting before legislature | | | |
| g. evaluating the program/reviewing materials | | | |
| h. recruiting new families | | | |
| i. allocating resources | | | |
| j. representing the program in the community | | | |
| k. fundraising | | | |
| l. other: | | | |
| m. other: | | | |
| 15. The board regularly discusses how its decisions affect the program's progress toward inclusiveness and cultural competence* | | | |
| 16. Staff are regularly updated on board decisions | | | |

* Adapted from *Inclusiveness Assessment Tool,* Minneapolis, Minn.: Rainbow Research Inc. (See appendix: Additional Self-Assessment Tools.)



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## B. Outreach/Engaging Families

This self-assessment booklet will help the program examine ways in which families get involved in the program and their levels of involvement with the program. Relationship building is the heart of family support practice, and early interactions with families can greatly influence the ways in which staff and program participants relate. Reaching out to families is crucial, particularly for programs that involve families on a voluntary basis only. A detailed outreach plan helps programs reach the families who are the most isolated and alienated from traditional social service programs. Family support programs ensure that these families and all families are personally greeted and oriented to the program in a way that matches their interests, concerns, and needs. Families walk away from their first encounter with a family support program with a good understanding of the program and how to get involved. Families receive the information they need and have an opportunity to observe program activities so that they can make their own decisions about participation. The program conducts successful outreach in part by demonstrating cultural awareness and responsiveness to families in the community.

### Where to Find the Answers

- Program brochures and newsletters
- Mailing lists
- Advertisements, flyers, and other outreach materials
- Outreach plan
- Intake procedures
- Focus groups of: new families, families who choose not to participate in the program, target families
- Focus groups or interviews with line staff and volunteers who are responsible for greeting and orienting participants
- Observations of the reception area
- Referral information
- Observations of recruitment activities (presentations, home visits)
- Local media
- Staff/volunteer job descriptions

### People To Involve in the Assessment

- Families who are active in the program
- Families who have left the program
- Line staff
- Staff involved in outreach and greeting
- Supervisors
- Director
- Board members
- Partner agencies
- Community members

| B. Outreach/Engaging Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The population for outreach has been clearly identified | | | |
| 2. Outreach materials: | | | |
| a. are easy to understand | | | |
| b. have current information about programs | | | |
| c. describe the goals and philosophy of the program | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| B. Outreach/Engaging Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| d. reflect the cultures of families in the community | | | |
| e. reflect the literacy levels of families in the community | | | |
| f. reflect the family styles of families in the community | | | |
| g. reflect the languages of families in the community | | | |
| h. reflect the income levels of families in the community | | | |
| i. reflect other characteristics of families in the community | | | |
| j. provide specific information on services, and activities, and hours | | | |
| k. provide information about fees and scholarships, stipends | | | |
| l. list any eligibility requirements or service restrictions | | | |
| m. provide information about transportation options and assistance | | | |
| n. other: | | | |
| o. other: | | | |
| **3. Outreach materials have been developed for agency/organization partners, and include information on:** | | | |
| a. the referral process | | | |
| b. eligibility | | | |
| c. whom to contact | | | |
| d. fees | | | |
| e. services provided | | | |
| f. other: | | | |
| g. other: | | | |
| **4. An outreach plan has been developed that includes:** | | | |
| a. identifying where people congregate in the community (other agencies, doctors' offices, churches, grocery stores, schools, etc.) | | | |
| b. identifying and recruiting families (through door-to-door visits, flyers and mailings, agency presentations at community events, use of local media outlets) | | | |
| c. periodic outreach to new families on a set schedule | | | |
| d. strategies specifically for hard-to-reach or isolated families (return visits, invitations, incentives, contact by families who are active in the program, etc.) | | | |
| e. identifying "partner organizations" that serve similar populations | | | |
| f. assessing the effectiveness of outreach by measuring: number of families being reached and responding, diversity of families, and whether specific target groups are responding | | | |
| g. making use of local media and allowing families to be spokespeople for the program | | | |
| h. other: | | | |
| i. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| B. Outreach/Engaging Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 5. At first contact: | | | |
| a. each family is welcomed personally | | | |
| b. families are provided with information on programs and services | | | |
| c. families' questions and concerns are addressed in a timely manner | | | |
| d. other: | | | |
| e. other: | | | |
| 6. The program can respond to drop-in visits | | | |
| 7. Parents and children are introduced to other parents, children, and staff as much as possible | | | |
| 8. Staff follow up initial visits with necessary information, external or internal referrals, or a phone call within one week | | | |
| 9. All families who have contact with the program receive: | | | |
| a. regular information about programs and activities | | | |
| b. calendars | | | |
| c. invitations to family events | | | |
| d. other: | | | |
| e. other: | | | |
| 10. Social and recreational activities are used to encourage participation | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## C. Programs and Activities*

This self-assessment booklet will help the program examine the services and activities it offers, focusing on ways in which learning and growth are fostered, relationships are developed, support is provided and links to resources are made.

Family support program services are flexible and engage all family members. They respond to different learning styles and interests and meet the needs of a broad range of families, but in addition to meeting needs, they build families' skills and capacities, strengthen bonds between parents and their children, and provide families with an opportunity to form linkages with other families in the community. Programs link with, rather than duplicate, other community services.

### Where to Find the Answers

- Organizational chart
- Descriptions of activities and programs
- Job descriptions for staff and volunteers
- Resource and referral files
- Data on program participation
- Agreements describing coordination with other agencies
- Observation of programs and activities
- Participant satisfaction surveys
- Focus groups of families
- Focus groups of staff

### People To Involve in the Assessment

- Families
- Line staff
- Supervisors
- Former and current participants
- Executive staff
- Board
- Community members

* *For related items, see the self-assessment booklets on Home Visiting and Center Environment*

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Families help develop activities and programs to meet their personal and community goals | | | |
| 2. Families have opportunities to build relationships and informal networks with other families in the program: | | | |
| a. social activities | | | |
| b. interactive programming | | | |
| c. peer mentoring | | | |
| d. other: | | | |
| e. other: | | | |
| 3. Parents have opportunities for informal conversation about parenting and other issues: | | | 61 |
| a. with other parents | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| b. with staff | | | |
| c. other: | | | |
| d. other: | | | |
| **4. Programs and services offer a variety of ways to learn and build skills, such as:** | | | |
| a. workshops or classes | | | |
| b. discussion/support groups | | | |
| c. facilitated parent-child activities | | | |
| d. home visits | | | |
| e. individual/short-term counseling | | | |
| f. peer mentoring and other mentoring | | | |
| g. educational materials | | | |
| h. volunteer opportunities | | | |
| i. other: | | | |
| j. other: | | | |
| **5. Families are encouraged to participate and contribute to the program and/or community by:** | | | |
| a. conducting outreach to families | | | |
| b. assessing community needs and resources | | | |
| c. organizing events | | | |
| d. leading workshops/support groups | | | |
| e. taking part in peer mentoring | | | |
| f. advocating for and advising other participants | | | |
| g. conducting staff training and evaluation | | | |
| h. publicizing events and services | | | |
| i. other: | | | |
| j. other: | | | |
| **6. Parents and children have opportunities to help organize and/or participate in:** | | | |
| a. family potlucks | | | |
| b. family outings/field trips | | | |
| c. recreational activities | | | |
| d. cultural and neighborhood celebrations | | | |
| e. other: | | | |
| f. other: | | | |
| **7. Families can:** | | | |
| a. easily select services and activities to meet their specific needs | | | |
| b. participate in multiple services and activities | | | |
| c. access services outside the normal scope of the program | | | |
| d. choose their own level of involvement | | | |
| e. organize or initiate programs | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| f. request new activities | | | |
| g. other: | | | |
| h. other: | | | |
| 8. The program provides services to meet the needs of all family members: | | | |
| a. activities to appeal to all age groups | | | |
| b. programs for both fathers and mothers | | | |
| c. flexibility to accommodate nontraditional family structures | | | |
| d. other: | | | |
| e. other: | | | |
| 9. Quality childcare, respite care, or children's activities are provided to encourage parents' participation in programs | | | |
| 10. Family members have the opportunity to share and learn about ethnic, racial, and religious customs with other participants and staff | | | |
| 11. Families are offered training and support in advocating or negotiating for themselves | | | |
| 12. Families are offered training and support in advocating for their communities and larger societal issues | | | |
| 13. While some activities are time-limited, the program offers opportunities for ongoing participation | | | |
| 14. The program celebrates family participation, accomplishments, and contributions | | | |
| 15. The program involves families who have disabled family members by: | | | |
| a. making sure facilities are handicap-accessible | | | |
| b. supporting parents in advocating for the needs of a child or adult with disabilities (such as needs for education, services, and access) | | | |
| c. linking with service providers who provide specialized services for the disabled | | | |
| d. making sure that activities are flexible and can accommodate disabled participants | | | |
| e. other: | | | |
| f. other: | | | |
| 16. Staff record basic information about the family for follow-up and outreach (eg. name, address, phone, ages of children, and areas of interest or concern) | | | |
| 17. Staff do *not* record unessential and/or duplicative material | | | |
| | | | 63 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 18. The program can provide services directly or through links with other programs to help families meet the following basic needs: | | | |
| a. food | | | |
| b. shelter | | | |
| c. clothing | | | |
| d. economic supports | | | |
| e. transportation | | | |
| f. emergency resources | | | |
| g. other: | | | |
| h. other: | | | |
| 19. When it is needed, staff link or refer families to others who provide services related to: | | | |
| a. childcare/respite care | | | |
| b. health care | | | |
| c. mental health/counseling | | | |
| d. drug and alcohol treatment | | | |
| e. housing | | | |
| f. GED/continuing education/ESL | | | |
| g. income supports and benefits | | | |
| h. job training/employment counseling and referral | | | |
| i. legal issues | | | |
| j. domestic violence | | | |
| k. child welfare | | | |
| l. developmental disabilities | | | |
| m. other: | | | |
| n. other: | | | |
| 20. Staff follow up to ensure that services were obtained | | | |
| 21. Staff help families address barriers to accessing other services, such as: | | | |
| a. lack of transportation | | | |
| b. lack of childcare | | | |
| c. inability to pay | | | |
| d. lack of access to telephone or interpreters | | | |
| e. difficulty filling out applications | | | |
| f. difficulty demonstrating eligibility | | | |
| g. other: | | | |
| h. other: | | | |
| 22. The program makes translation services available through bilingual staff, volunteers, college students, or other community resources | | | |
| 23. The program promotes respect for individual and family beliefs, preferences, and lifestyles | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## D. Parent Education and Child Development

This self-assessment booklet will help the program examine how the growth and learning of parents and children are promoted, how connections between families are fostered, and how the parent-child relationship is strengthened.

Family support programs are driven by the belief that parents are their children's most important teachers and that all families need support, information, and resources at some time or another. With that in mind, programs focus on providing resources and support to help build the capacity of parents and all family members. Activities and services are designed to strengthen the bonds between children and parents, increase parental skills and understanding of child development, and improve the ability of parents to manage family responsibilities. All activities demonstrate respect for and recognition of parents' cultures, values, and commitment to their children. Program staff affirm families' strengths and work to deepen parents' understanding of how to nurture and enjoy their children. Family support programs offer a variety of ways for parents and children to learn and grow.

### Where to Find the Answers

- Descriptions of activities and programs
- Goals and objectives of programs
- Toys and learning tools
- Parenting education curricula and materials
- Observations
- Interviews
- Participant satisfaction surveys
- Job descriptions
- Evaluations

### People To Involve in the Assessment

- Parents and children
- Program staff
- Supervisors
- Board or committee members
- Former participants

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The program provides opportunities for parents to learn about child development, including: | | | |
| a. general principles | | | |
| b. appropriate expectations of their children | | | |
| c. activities to engage in with their children | | | |
| d. being sensitive to their children's cues and signals | | | |
| e. other: | | | |
| f. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 2. The program helps parents: | | | |
| a. examine their values and behaviors | | | |
| b. see how their own childhood experience affects their present family interactions | | | |
| c. set their goals for their children and families | | | |
| d. recognize their strengths and abilities as parents | | | |
| e. feel more confident about their parenting skills | | | |
| f. become better parents | | | |
| g. explore cultural traditions and expectations about parenting | | | |
| h. other: | | | |
| i. other: | | | |
| 3. Programs for parents include: | | | |
| a. support and discussion groups | | | |
| b. parenting education classes | | | |
| c. parent-child activities | | | |
| d. other: | | | |
| e. other: | | | |
| 4. The program provides opportunities for children aged birth to five to develop: | | | |
| a. self-esteem | | | |
| b. language skills | | | |
| c. social skills | | | |
| d. basic communication skills | | | |
| e. other: | | | |
| f. other: | | | |
| 5. Activities for children aged birth to five include: | | | |
| a. developmental screenings | | | |
| b. play groups | | | |
| c. childcare and early childhood education | | | |
| d. parent-child activities | | | |
| e. other: | | | |
| f. other: | | | |
| 6. The program provides opportunities for older children to develop: | | | |
| a. a sense of personal responsibility | | | |
| b. goal-setting skills | | | |
| c. a sense of accomplishment and belonging | | | |
| d. critical thinking and problem-solving skills | | | |
| e. communication and negotiation skills | | | |
| f. other: | | | |
| g. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7. Activities for older children include: | | | |
| a. social and recreational activities | | | |
| b. learning and educational activities | | | |
| c. parent-child activities | | | |
| d. other: | | | |
| e. other: | | | |
| 8. The program provides opportunities for adults to develop and enhance: | | | |
| a. self-esteem | | | |
| b. self-control | | | |
| c. decision-making skills | | | |
| d. communication skills | | | |
| e. ability to use resources | | | |
| f. goal-setting skills | | | |
| g. other: | | | |
| h. other: | | | |
| 9. The program provides opportunities for children and parents together that: | | | |
| a. strengthen parent-child relationships | | | |
| b. enhance parent-child communication | | | |
| c. help families learn to resolve conflicts | | | |
| d. build understanding of parent-child interactions | | | |
| e. allow parents and children to learn together | | | |
| f. allow parents and children to discuss experiences involving discrimination | | | |
| g. other: | | | |
| h. other: | | | |
| 10. Parent education and child development curricula: | | | |
| a. convey useful information | | | |
| b. reflect the culture and child-rearing practices of participants | | | |
| c. encourage child- and parent-initiated learning | | | |
| d. are motivating and engaging | | | |
| e. other: | | | |
| f. other: | | | |
| 11. Parents are involved in reviewing and adapting curricula | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 12. Staff: | | | |
| a. are aware of their own belief systems and biases and do not impose them on parents | | | |
| b. model active listening | | | |
| c. are accepting and supportive of parents | | | |
| d. make distinctions between parents' behavior and parents as people | | | |
| e. interact with children in a warm and nurturing manner | | | |
| f. help children verbalize thoughts and feelings | | | |
| g. clarify their expectations of parents and parents' expectations of them | | | |
| h. other: | | | |
| i. other: | | | |
| 13. Children's activities: | | | |
| a. are fun, interesting, and educational | | | |
| b. are age-appropriate | | | |
| c. encourage problem solving | | | |
| d. draw out cultural richness | | | |
| e. demonstrate children's intelligence | | | |
| f. are exploratory | | | |
| g. other: | | | |
| h. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## E. Working One-on-One with Families

This self-assessment booklet will help the program review practices involved in assisting families who are experiencing extreme stress or facing multiple issues.

Families go through periods of crisis that can range from short-term incidents to major upheavals. Often families in crisis turn to their family support programs. Staff respond to these families in a timely manner. They have the capacity to assist families through short-term problems, the knowledge and resources to refer them to agencies that can provide long-term and intensive assistance, and the patience and skills to support families over the long term as they access more intensive support. Among the issues that are critical to working with individual families are staff skills, training, and support; ensuring confidentiality and privacy; and making effective referrals and linkages.

### Where to Find the Answers

- Outreach mechanisms
- Follow-up mechanisms
- Staff responsibilities and skills
- Linkages and referral procedures with other service providers
- Policies and practices for working with families individually
- Tools for assessing and setting goals with families
- Supervision practices
- Participant satisfaction surveys

### People To Involve in the Assessment

- Staff who work with families individually
- Supervisors
- Families who have used the services
- Others in the community who offer services
- Program committee members

| E. Working One-on-One with Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Families have the opportunity to meet privately with staff members regarding individual concerns | | | |
| 2. Staff are available to support families through: | | | |
| a. regular drop-in times | | | |
| b. scheduled appointments | | | |
| c. 24-hour emergency access | | | |
| d. other: | | | |
| e. other: | | | |
| 3. Individualized services are easy to access in a confidential manner | | | |
| 4. For families requesting individualized support, a lead staff person is designated as a principal contact | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| E. Working One-on-One with Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 5. Families can switch to a different lead staff person if desired | | | |
| 6. Lead staff and families jointly identify goals, strengths, and needs, regarding: | | | |
| a. each family member | | | |
| b. all family concerns, not just those that the center can address | | | |
| c. each family member's skills and capacities | | | |
| d. the family's social support network (extended family, friends, community) | | | |
| e. families' own internal resources and priorities | | | |
| f. other: | | | |
| g. other: | | | |
| 7. Using assessment information, families: | | | |
| a. develop goals for the use of services and general goals | | | |
| b. make strategies and identify resources in the family, program, and social support network to meet goals | | | |
| c. other: | | | |
| d. other: | | | |
| 8. Family plans are reviewed periodically and revised as needed | | | |
| 9. Lead staff periodically meet with other staff to ensure that all services support the family's changes and growth | | | |
| 10. The program provides opportunities for peer-to-peer support among families experiencing similar issues through: | | | |
| a. mentoring | | | |
| b. support groups | | | |
| c. informal networking | | | |
| d. other: | | | |
| e. other: | | | |
| 11. Family confidentiality is maintained. Parents: | | | |
| a. are informed about how and with whom information will be shared | | | |
| b. can request that some or all information be kept confidential | | | |
| c. must provide written consent before information is shared with other programs | | | |
| d. get copies of reports and have access to materials and files about their families | | | |
| e. other: | | | |
| f. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| E. Working One-on-One with Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| **12. Consent forms are:** | | | |
| a. easy to understand | | | |
| b. in the primary language of parents | | | |
| c. explained clearly to parents | | | |
| **13. The program promotes the safety of all family members by:** | | | |
| a. intervening in cases of crisis or extreme stress | | | |
| b. providing access to respite care | | | |
| c. providing information on child and family safety | | | |
| d. training at least one staff member in crisis counseling and domestic violence issues | | | |
| e. understanding and informing families of mandated reporting of child abuse and neglect | | | |
| f. referring families to shelters, legal services, and treatment when necessary | | | |
| g. reporting child abuse and neglect | | | |
| h. other: | | | |
| i. other: | | | |
| **14. Staff are trained to recognize the signs and impact of:** | | | |
| a. substance abuse | | | |
| b. developmental delays | | | |
| c. child abuse | | | |
| d. domestic violence | | | |
| e. mental illness | | | |
| f. chronic health problems | | | |
| g. homelessness | | | |
| h. risk of imminent crisis | | | |
| i. other: | | | |
| j. other: | | | |
| **15. When serious family issues arise, staff:** | | | |
| a. recognize when a referral is needed | | | |
| b. work with the family to access services to which they are referred | | | |
| c. provide ongoing support and encouragement after referral | | | |
| d. provide opportunities for the family to remain involved in program activities after referral | | | |
| e. other: | | | |
| f. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## F. Relationships with the Community

This self-assessment booklet will help the program review its interaction with, connection to, use of, and influence on various community organizations, networks, resources, and individuals.

Family support programs are not just community-based; they are integral to their communities and contribute to the community-building process. This means that their service menus respond to the specific needs of families in their communities. Programs promote the well-being of the whole community, not just program participants. They engage in community-building activities such as safety patrols, neighborhood clean-up, and community organizing. They also contribute to the social, cultural, and economic life of the community. Many family support programs serve as hubs for community activities, hire staff from the community, and serve as showcases for community pride and community ownership. A primary role of family support programs is to build strong relationships with other community resources and services in order to:

- Connect families to other needed assistance
- Encourage families to become active players in community activities, organizations, and events
- Address service gaps in the community by working collaboratively with other providers
- Improve access to services

### Where to Find the Answers

- Resource and referral information
- Service utilization data
- Community assessment information
- Staff and organizational memberships
- Referral, service, and linkage agreements
- Participation in collaboratons
- Event calendars
- Feedback from community members
- Participation of families in activities and other events

### People To Involve in the Assessment

- Families
- Program staff
- Supervisors
- Director
- Board members
- Community representatives
- Representatives from partner agencies
- Funders

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Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| F. Relationships with the Community | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| **1. The program fosters strong relationships among participating families by:** | | | |
| a. bringing together participants with similar interests | | | |
| b. using group activities such as classes and support groups as a way to promote cohesion and exchange of skills and knowledge among participants | | | |
| c. sponsoring "alumni" events or reunions of families who have participated in activities together | | | |
| d. encouraging participants to create phone trees and plan activities outside of the program for themselves | | | |
| e. other: | | | |
| f. other: | | | |
| **2. The program connects participants with other community organizations by:** | | | |
| a. providing information or presentations on activities, events, and services available in the community, or guided participation in these | | | |
| b. working with families to identify interests and needs and connecting them with the appropriate resources | | | |
| c. encouraging participants to be active in neighborhood institutions such as churches, block clubs, gardening groups, play groups, cooperatives, etc. | | | |
| d. identifying leadership opportunities in the community and encouraging participation (e.g. PTA, block clubs, planning committees, housing councils, Head Start policy councils, etc.) | | | |
| e. co-sponsoring community activities, fairs, celebrations, etc. | | | |
| f. other: | | | |
| g. other: | | | |
| **3. The program and its participants engage in community-building activities such as:** | | | |
| a. town hall meetings with public officials | | | |
| b. community advocacy | | | |
| c. neighborhood cleanups | | | |
| d. safety patrols and meetings with beat reps | | | |
| e. meeting with the media to promote coverage of community issues | | | |
| f. community gardening | | | |
| g. rehabbing property | | | |
| h. health and resource fairs | | | |
| i. cultural celebrations | | | |
| j. participating in school events | | | |
| k. other: | | | |
| l. other: | | | |
| | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| F. Relationships with the Community | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| **4. The program works to promote comprehensive and accessible services for families by:** | | | |
| a. ensuring that current resource and referral information is available to participating families | | | |
| b. updating resource and referral info semiannually | | | |
| c. participating in collaborative planning bodies | | | |
| d. advocating for local, state, and federal-level policy changes that will promote better services for families | | | |
| e. identifying community needs and working with other community organizations to address these needs | | | |
| f. working with other service providers to increase understanding of and ability to relate to families of different cultural backgrounds | | | |
| g. other: | | | |
| h. other: | | | |
| **5. The program serves as a resource for the whole community by:** | | | |
| a. sponsoring events for all families | | | |
| b. providing resources or space for community events, meetings, or organizing | | | |
| c. distributing community news or information | | | |
| d. other: | | | |
| e. other: | | | |
| **6. The program develops strong working relationships with other key providers of services and programs by:** | | | |
| a. establishing an agreed-upon philosophy for practice | | | |
| b. developing common referral intake forms and information-sharing protocols | | | |
| c. developing specific service agreements detailing service availability, eligibility, and key contacts for families | | | |
| d. providing staff cross-training | | | |
| e. creating ongoing protocols for monitoring relationships | | | |
| f. coordinating scheduling of events | | | |
| g. other: | | | |
| h. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| F. Relationships with the Community | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7. The program adapts to: | | | |
| a. changing needs of families | | | |
| b. cultural/ethnic changes in the community | | | |
| c. economic and social trends | | | |
| d. other: | | | |
| e. other: | | | |
| 8. The program actively addresses the issues of communities of color by: | | | |
| a. speaking out against and working to correct injustice and inequity that is experienced by community members or exists in the community | | | |
| b. fostering dialogue between different cultural and ethnic groups within the community | | | |
| c. fostering dialogue on issues of social justice | | | |
| d. other: | | | |
| e. other: | | | |
| 9. The program links with culturally specific organizations and professional organizations | | | |
| 10. The program recognizes and works to address issues of turf and other safety issues in the community | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## G. Center Environment*

This self-assessment booklet will help the program examine the physical arrangement of program space with regard to accessibility, safety, and use by children and families as well as staff in group and individual settings.

Programs that are based in family resource centers need to consider some issues that other programs do not. They have special concerns related to, among other things, choices of programs and services, special administrative and staffing concerns, and the center's physical design and maintainance. Family support programs must:

- Be comfortable places
- Provide a home-like environment
- Be clean and well maintained
- Reflect community ownership of the program
- Promote cultural and community pride
- Be accessible and considered safe

Besides being part of the regular self-assessment process, this booklet can help guide decisions when the program is building, redecorating, or making major furniture or equipment purchases.

### Where to Find the Answers

- Feedback from parents and staff
- Survey of program space, equipment, and resources
- Program's certification to meet licensing and building code requirements

### People To Involve in the Assessment

- Families
- Staff
- Architect
- Maintenance staff
- Local artists
- Board members with expertise
- Licensing agencies

* *For related items, see the self-assessment booklet on Programs and Activities.*

| G. Center Environment | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Staff are available to greet all families as they come in the door | | | |
| 2. Parents leave the center with written information: services available, hours, fees, and the names and phone numbers of the people with whom they met | | | |
| 3. Staff follow up on initial visits by providing information, making external or internal referrals, or placing a relationship-building phone call within one week | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| G. Center Environment | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 4. The program has flexible scheduling and operating hours to reflect the needs and employment and/or education schedules of families being served | | | |
| 5. Home visits are available for isolated families or families unable to come to the center | | | |
| 6. Participants are provided a range of opportunities for contributing to program services and activities including: | | | |
| a. organizing or initiating programs | | | |
| b. greeting or orienting new participants | | | |
| c. volunteering in children's programs and childcare | | | |
| d. helping with center improvement projects (painting, sewing, carpentry, repair work, etc.) | | | |
| e. preparing meals | | | |
| f. other: | | | |
| g. other: | | | |
| 7. Transportation, quality childcare, respite care, or children's activities are provided to encourage parents' participation in programming | | | |
| 8. Families using specific services are encouraged to participate in other center activities | | | |
| 9. The program and its environment are: | | | |
| a. inviting and comfortable | | | |
| b. properly child-proofed | | | |
| c. clean and well maintained | | | |
| d. other: | | | |
| e. other: | | | |
| 10. The center includes: | | | |
| a. space for parents to gather informally | | | |
| b. group meeting space | | | |
| c. a place to prepare and eat meals | | | |
| d. a private area for confidential discussions | | | |
| e. a play/activity area for children | | | |
| f. an area in which children and parents can participate in activities together | | | |
| g. accommodations required by the Americans with Disabilities Act (ADA) | | | |
| h. adequate work space for staff | | | |
| i. a secure filing space | | | |
| j. a welcoming reception area | | | |
| k. changing tables | | | |
| l. other: | | | |
| m. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| G. Center Environment | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 11. The program meets all local, state, and federal licensing, insurance, and safety standards | | | |
| 12. The program is situated: | | | |
| a. near local transportation and/or has parking available | | | |
| b. in a well-lit area | | | |
| c. in a safe part of the community | | | |
| d. other: | | | |
| e. other: | | | |
| 13. Families are involved in the design and decoration of the center | | | |
| 14. The program's decor, including photos and art on the walls, reflects the culture or cultures of the community it serves | | | |
| 15. The children's activity area is arranged in learning centers that: | | | |
| a. allow children to make choices | | | |
| b. encourage cooperative social interaction | | | |
| c. capitalize on children's individual interests | | | |
| d. are appropriate for a wide range of developmental capabilities | | | |
| e. are cleaned and sanitized according to a regular schedule | | | |
| f. other: | | | |
| g. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## H. Home Visiting*

This self-assessment book will help the program examine how home visiting is used to engage families and how it is adapted to their unique characteristics, circumstances, concerns, and interests.

Home visiting is an important resource for families that is provided by family support programs. Home visits provide an excellent opportunity for the family and the worker to establish a close, trusting relationship that is the basis for providing support, imparting information, and making connections with other people and resources in the community. The duration of home visiting and the focus of visits vary depending on family and program goals. Programs that use home visiting as the primary means of contact must have the ability to (1) engage families effectively, (2) adapt to the unique characteristics and circumstances of each family, (3) address the concerns and interests of each family, and (4) respect cultural mores about child rearing and families' values. Effective home visiting programs also provide opportunities (such as group activities, events, and workshops) for families to meet each other. Because home visiting staff spend the majority of their time working independently, it is important to ensure that they are well trained, supported, and supervised.

### Where to Find the Answers

- Program description and goals
- Job description of home visitor
- Case notes from home visitor case load
- Focus groups or interviews with home visitors
- Satisfaction surveys completed by families
- Focus groups or interviews with families
- Observations of home visits

### People To Involve in the Assessment

- Families currently involved in the home visiting program
- Families who have participated in the home visiting program
- Home visitor staff
- Supervisors
- Board or committee members

* *For related items, see the self-assessment booklet on Programs and Activities*

| H. Home Visiting | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Home visits are designed to meet families' needs | | | |
| 2. Home visits are offered on a voluntary basis | | | |
| 3. Home visits are scheduled at times that are convenient for the family | | | |
| 4. Families and home visitors determine the content and duration of the visits together | | | |
| 5. Home visitors are respectful of family circumstances and living conditions and express their appreciation for the family's hospitality | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| H. Home Visiting | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 6. Home visitors are respectful of the customs and child-rearing practices of individual families | | | |
| 7. Home visitors speak the primary language of the family | | | |
| 8. Home visitors acknowledge all family members and are able to relate to children as well as parents | | | |
| 9. Home visits are flexible and adapt to changes in family concerns or situations | | | |
| 10. Home visitors maintain phone or other contact with families between visits | | | |
| 11. Home visitors and families address a wide range of family concerns, including: | | | |
| a. child and parental health and safety | | | |
| b. child and adolescent development | | | |
| c. parenting and child rearing | | | |
| d. family relationships | | | |
| e. setting personal and family goals | | | |
| f. life skills and communication skills | | | |
| g. accessing and using local resources | | | |
| h. relationships with local institutions, e.g., schools and health centers | | | |
| i. issues of racism or discrimination | | | |
| j. other: | | | |
| k. other: | | | |
| 12. Parents involved in home visiting have opportunities to participate with other families in group activities, events, or workshops | | | |
| 13. Home visitors are knowledgeable about: | | | |
| a. community resources, informal networks, and local customs and events | | | |
| b. indications of developmental delays, child abuse, domestic violence, depression, and substance abuse | | | |
| c. problem solving and conflict resolution | | | |
| d. customs and cultures of families | | | |
| e. health and wellness indicators | | | |
| f. parenting | | | |
| g. other: | | | |
| h. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| H. Home Visiting | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 14. Home visitors: | | | |
| a. listen to parents concerns | | | |
| b. link parents to community resources | | | |
| c. make referrals to appropriate services | | | |
| d. act as parents' advocates with community agencies | | | |
| e. encourage parents to advocate for themselves | | | |
| f. other: | | | |
| g. other: | | | |
| 15. Home visitors ensure that families receive the services they are referred to by: | | | |
| a. following up with families and providers | | | |
| b. accompanying families to appointments if asked | | | |
| c. providing or arranging for childcare, respite care, or transportation if needed | | | |
| d. other: | | | |
| e. other: | | | |
| 16. Parents involved in home visiting programs are routinely asked to provide input into program planning, implementation, and evaluation | | | |
| 17. Home visitors receive ongoing supervision, support, and training | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

# Program Self-Assessment Booklet

## I. Staff Roles and Capacities*

This self-assessment booklet will help the program review job expectations, necessary skills, supervision and professional development, management policies, and internal communication.

The ability of staff to establish respectful and nurturing relationships with parents and children is the key ingredient to successful family support programs. Family support program staff have strong interpersonal skills and knowledge of child and family development and family support principles, and the program develops and supports staff to be effective partners and mentors who can link program participants with resources. The program ensures that staff have the flexibility to respond to the concerns and needs of each parent while maximizing or building on his or her strengths. The way staff work with families—sharing power, supporting growth, and developing leaders—is the same way supervisors and/or directors work with program staff.

While none of the self-assessment booklets should not be used to evaluate the performance of specific staff, this booklet can be part of an annual staff review to determine areas in which growth and skill development have occurred or in which additional support is needed. Its main use is to determine larger organizational issues such as staff policies, ongoing training needs, supervisory needs, and hiring gaps.

### Where to Find the Answers

- Organizational chart
- Job descriptions
- Training materials
- Licensing requirements
- Staff handbook
- Operations/policy handbook
- Observations of staff
- Interviews with staff and families
- Supervision plan

### People To Involve in the Assessment

- Line staff
- Paraprofessionals
- Volunteers
- Supervisors
- Families
- Committee members
- Board leadership

* *For related items, see the self assessment booklet on Working One-on-One with Families.*

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Staff responsibilities are linked to the stated mission, goals, and outcomes of the program | | | |
| 2. Staff reflect the racial, ethnic, and cultural heritage of families being served | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 3. Experience, competence, and sensitivity in working with people of different races and cultures is included in hiring criteria for all positions.* | | | |
| 4. All staff are provided initial and ongoing training in family-supportive practice, including: | | | |
| a. working with the entire family | | | |
| b. assisting families in identifying and building on strengths and capacities | | | |
| c. working with families as equal partners in service delivery decisions | | | |
| d. understanding the culture, context, and values of the families in the community | | | |
| e. understanding each family's uniqueness | | | |
| f. working collaboratively with others | | | |
| g. documenting and record keeping | | | |
| h. recognizing and combating bias and racism | | | |
| i. other: | | | |
| j. other: | | | |
| 5. Staff training is ongoing and scheduled regularly | | | |
| 6. Staff have strong interpersonal skills, including: | | | |
| a. respect for others | | | |
| b. effective communication | | | |
| c. problem solving | | | |
| d. patience/persistence | | | |
| e. mentoring/coaching | | | |
| f. appreciation/affirmation | | | |
| g. maintaining confidentiality | | | |
| h. conflict resolution | | | |
| i. empathy and warmth | | | |
| j. openness and flexibility | | | |
| k. willingness to share personal stories when appropriate | | | |
| l. optimism and a sense of what is realistic | | | |
| m. ability to understand multiple perspectives | | | |
| n. good judgement and boundary setting | | | |
| o. ability to share power with families | | | |
| p. ability to work across cultures | | | |
| q. other: | | | |
| r. other: | | | |

* Adapted from *Inclusiveness Assessment Tool*, Minneapolis, Minn.: Rainbow Research Inc. (See appendix: Additional Self-Assessment Tools.)

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| **7. Staff are knowledgeable about:** | | | |
| a. child development and normal developmental stages of families | | | |
| b. knowledge and skills parents need to promote healthy development of children | | | |
| c. other services in the community and the experiences of families using these services | | | |
| d. customs of the family members with whom they work | | | |
| e. adult development | | | |
| f. other: | | | |
| g. other: | | | |
| **8. Staff's skills complement each other. At least one staff member has skills in:** | | | |
| a. facilitating parent-child activities and family events | | | |
| b. early childhood education and childcare | | | |
| c. home visiting | | | |
| d. facilitating support groups | | | |
| e. counseling | | | |
| f. crisis management | | | |
| g. leadership development | | | |
| h. advocacy | | | |
| i. other: | | | |
| j. other: | | | |
| **9. Staff provide an empowering environment so that parents can take the lead in making decisions about the family** | | | |
| a. Families set the agenda and priorities for services | | | |
| b. Staff and family members identify options and resources for addressing family priorities | | | |
| c. Staff encourage family members to think through their options | | | |
| d. Staff are supportive of family decisions | | | |
| e. other: | | | |
| f. other: | | | |
| **10. Staff establish respectful relationships with families. Staff:** | | | |
| a. understand that their relationship with families is dynamic and will change over time | | | |
| b. respect the pace at which families handle issues | | | |
| c. help families recognize steps taken and celebrate accomplishments | | | |
| d. ensure that any disagreements with families are resolved fairly | | | |
| e. other: | | | |
| f. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 11. Staff promote cultural awareness and understanding by: | | | |
| a. discussing racial, ethnic, and religious issues with each other | | | |
| b. discussing racial, ethnic, and religious issues with families | | | |
| c. addressing issues of racial bias when they occur | | | |
| d. other: | | | |
| e. other: | | | |
| 12. Mechanisms are in place for different staff working with the same family to regularly share information while ensuring confidentiality | | | |
| 13. Staff give input through: | | | |
| a. staff/team meetings | | | |
| b. open-door policies | | | |
| c. retreats | | | |
| d. group problem solving | | | |
| e. participating on board committees | | | |
| f. other: | | | |
| g. other: | | | |
| 14. Staff partner with supervisors to set goals and monitor progress in job performance | | | |
| 15. The program strives to hire staff from within the community served | | | |
| 16. The program strives to create a diverse staff | | | |
| 17. Expectations and job responsibilities are clearly communicated to staff through: | | | |
| a. initial orientation | | | |
| b. written job descriptions | | | |
| c. regular supervision | | | |
| d. regular performance reviews | | | |
| e. a clear organizational chart of staff | | | |
| f. a handbook of personnel policies | | | |
| g. other: | | | |
| h. other: | | | |
| 18. Staff understand each other's roles and functions | | | |
| 19. Staff are encouraged to work together as a team | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 20. Staff growth and development is supported through: | | | |
| a. clear growth opportunities | | | |
| b. career counseling | | | |
| c. resources for classes, conferences, and other learning opportunities | | | |
| d. administrative leave to attend classes | | | |
| e. other: | | | |
| f. other: | | | |
| 21. The program supports staff members by: | | | |
| a. ensuring workers' and families' safety | | | |
| b. ensuring that staff members have reasonable workloads | | | |
| c. encouraging mentoring and regular communication among staff members | | | |
| d. maximizing staff flexibility | | | |
| e. providing wages that are consistent with experience and responsibilities | | | |
| f. providing adequate benefits | | | |
| g. addressing job-related stress | | | |
| h. creating an environment in which staff are comfortable and secure in asking for help | | | |
| i. other: | | | |
| j. other: | | | |
| 22. The program provides volunteers with | | | |
| a. written agreements outlining roles and expectations | | | |
| b. supervisory support and training | | | |
| c. recognition for their work | | | |
| d. opportunities to meet personal goals | | | |
| e. other: | | | |
| f. other: | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## J. Monitoring and Evaluation

This self-assessment booklet will help the program review information and reporting systems that document service delivery and outcomes which relate to the mission and contractual obligations of the program. Because it is often difficult to evaluate family support programs using traditional scientific methods, it is important that programs adopt a carefully designed process of continuous self-monitoring and self-correction. Programs need to have feedback mechanisms that help them gauge their success in:

- Meeting identified community needs
- Appropriately implementing program components
- Serving target populations
- Assuring that services are utilized
- Keeping participants satisfied with the services
- Helping participants achieve their goals
- Upholding fiscal policies and accountability
- Achieving program purpose and outcomes
- Meeting funder requirements or contractual obligations

The results of monitoring and evaluation provide information for strategic planning and the redesigning of programs so that the program constantly learns, self-corrects, and improves its programs and practices.

### Where to Find the Answers

- Agency goals, objectives, and mission statements
- Monthly and annual reports
- Intake and assessment forms
- MIS data base/system
- Community assessment information
- Participant satisfaction surveys
- Program evaluations
- Accreditation or quality assessment
- Interviews

### People To Involve in the Assessment

- Director
- Supervisors
- Line staff
- Operations staff
- Board members
- Parent representatives
- Program evaluators

| J. Monitoring and Evaluation | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Time and funds are set aside for evaluation work | | | |
| 2. The program maintains clear and complete records to document: | | | |
| a. participant characteristics | | | |
| b. program participation | | | |
| c. service delivery and utilization | | | |
| d. staffing | | | |
| e. referral and interagency record-keeping | | | |
| f. program costs | | | |
| g. other: | | | |
| h. other: | | | |
| 3. The governing board, planning committee, or advisory council (which includes parent/family representatives) regularly reviews and monitors: | | | |
| a. consistency of expenditures with budgets, contracts, and fiscal policies | | | |
| b. compliance with regulatory and licensing requirements | | | |
| c. results of participant satisfaction surveys and other monitoring efforts | | | |
| d. data showing how much programs are utilized, and by whom | | | |
| e. feedback from participants | | | |
| f. staff performance reviews | | | |
| g. consistency of service menu with results of completed community assessments | | | |
| h. linkages and relationships with other service providers | | | |
| i. required reports | | | |
| j. progress toward goals | | | |
| k. other: | | | |
| l. other: | | | |
| 4. An assessment of community needs and resources has been conducted and is updated annually to inform the planning process | | | |
| 5. The program conducts periodic self-assessment of program components | | | |
| 6. The program gathers and uses data on participant satisfaction for program development and improvement | | | |
| 7. The program regularly asks families for feedback through: | | | |
| a. surveys and interviews | | | |
| b. focus groups | | | |
| c. suggestion boxes | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| J. Monitoring and Evaluation | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| d. informal conversations | | | |
| e. other: | | | |
| f. other: | | | |
| 8. Staff contact families who have left the program to identify potential gaps, weaknesses, and strengths in the program | | | |
| 9. Program goals and objectives are linked to measurable indicators of success | | | |
| 10. A process is in place for collecting information on progress toward program outcomes | | | |
| 11. Evaluation results are shared with: | | | |
| a. staff | | | |
| b. participants | | | |
| c. board | | | |
| d. funders | | | |
| e. the broader community | | | |
| f. other: | | | |
| g. other: | | | |
| 12. The program monitors its ability to help families: | | | |
| a. meet goals | | | |
| b. change behaviors | | | |
| c. develop new skills and capacities | | | |
| d. other: | | | |
| e. other: | | | |
| 13. The program monitors its ability to make community systems more family-friendly through: | | | |
| a. collaborative links with community organizations (indicate number) | | | |
| b. referrals (indicate number) | | | |
| c. interagency planning meetings (indicate number) | | | |
| d. joint funding (indicate dollar amount) | | | |
| e. other: | | | |
| f. other: | | | |
| 14. The program periodically reviews progress in the area of cultural responsiveness and awareness | | | |
| 15. Evaluation information is routinely captured in reports so that it can be used in ongoing planning and development and in quality assurance | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

# Information-Gathering Tools and Keys

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# Information-Gathering Tools: Instructions for Use



These instructions should be read by all members of the planning team and members of teams responsible for completing specific self-assessment booklets.

## I. Questionnaires

In addition to the instructions below, please see Step Two (*III. E. Choose appropriate information gathering tools*) and Step Three (*I. Use the information-gathering tools*).

### Constructing a Questionnaire

The team has two choices in using the questionnaires included in the *How Are We Doing?* toolkit: disseminating the whole questionnaire as-is, or selecting some items from the questionnaire to create a smaller version that applies to a specific program component and/or self-assessment booklet.[1] Which one you choose depends on how you are conducting the self-assessment. The following are some considerations to keep in mind:

#### Consistency of the group surveyed

If you disseminate multiple questionnaires to parents, for example, it is likely that a different group of parents will respond to each questionnaire, making it difficult to standardize results. This is especially true if a long period of time passes between surveys.

#### Convenience for the group surveyed

For some stakeholders, it is most convenient to complete a longer questionnaire in one sitting. For others, it may be more convenient to fill out a short questionnaire every month or two.

As much as possible, the questionnaire items are placed in an order that makes it easy to group the items by self-assessment booklet. For the most part, items that apply to booklet *A. Governance* are placed first, those that apply to *B. Outreach/Engaging Families* appear next, etc. The keys to the questionnaires make these groupings explicit by placing items under headings that match the booklets. Items that apply to more than one self-assessment booklet appear under more than one heading, with their original questionnaire numbers intact.

### Whom to Survey

Deciding whom to survey is, of course, influenced by which program components you are assessing and which self-assessment booklets you are completing. When assessing a program activity, for example, decide whether to survey all parents and staff or only those who have participated in or staffed the activity.

When using the parent questionnaire, decide whether you want to survey only current participants or also past participants and those who have dropped out. Current participants probably will offer more information about the way the program operates now. Past participants might feel less constrained about expressing negative experiences in the program. Those who have dropped out may give you some insight about why some people do not stay with the program.

### How Many People to Survey

There is no definitive rule about how many people to survey. Obtain feedback from a representative sample. A representative sample includes those from the different racial/ethnic groups, genders, and age groups. Enough individuals should be included so that viewpoints reflect a cross-section of individuals. The team can make a chart to determine and record appropriate numbers of survey participants:

[1] Versions 2 and higher of the *How Are We Doing?* diskette will perform this process automatically.

| Program Component | Number of Participants | Number of Participants to Survey |
|---|---|---|
| Home Visiting | 8 | 8 |
| Teen Parent Program | 30 | 15 |
| Parenting/Family Classes | 60 | 20 |

The smaller the number of participants surveyed, the greater the chances that anonymity will not be preserved, which may lead participants to be less candid. A high number of participants surveyed increases the quality of the data and enlarges the pool of stakeholders involved in making decisions. In general:

- If there are fewer than 20 total participants, survey each participant.
- If there are 20 to 40 participants, survey at least half of the participants.
- If there are more than 40 participants, survey at least one-third of participants (if more are surveyed, make sure you are prepared to process a large number of questionnaires)

## Introducing the Questionnaire

The team should discuss the types of questions that will be asked and appropriate responses. You should be able to convey to respondents:

- Why you are interested in learning about their experiences and opinions
- The fact that they will remain anonymous
- How they should return the completed questionnaires

You also should make clear that:

- Responses will be treated confidentially
- Responses will be combined with those submitted by others
- Responses will not affect participants' current relationship to the program
- Respondents are part of a program self-assessment that will result in a plan to strengthen the program
- The plan will be shared with anyone who participated in the process
- The self-assessment will not be used to evaluate individual staff members

### Parent Questionnaire

The questionnaire may be distributed to parents during or at the end of an activity. If the team decides to have them returned by mail, each participant should receive with the questionnaire an envelope addressed to a pre-determined team member. Participants may decide to complete the questionnaire while at the program or take it home and return it by mail. The questionnaire should be printed with the date due and instructions for return. If some participants find the questionnaire difficult to read or understand, a parent who is on the team can read it to them or help translate it into their primary language. The parent questionnaire in Spanish is included in this kit.

### Staff Questionnaire

The questionnaire should be distributed to staff only *after* a staff orientation about the program self-assessment process, so that staff can ask questions about the questionnaire and the way the information will be used. Staff should complete the questionnaire in private and be able to return it anonymously. It should be printed with the date due and instructions for return.

You must decide whether to distribute the questionnaire to:

- All staff who work in the program component being assessed
- A representative sample of staff who work in the program component being assessed
- A representative sample of staff from the entire program
- All staff

Once the results have been tabulated, they should be shared in aggregate with the staff. The findings will provide excellent topics for discussion of program planning or for staff training and in-services.

### Board Questionnaire

Board members should learn about *How Are We Doing?* at a board meeting.

It is especially important to distribute the board questionnaire if you are completing the following self-assessment booklets:

- Governance
- Relationships with the Community
- Monitoring and Evaluation

Questionnaires may be mailed to individual board members with return envelopes. They should be printed with the date due and instructions for return. Once the responses have been tabulated, the results should be shared with board members. The board should be involved in developing a plan based on the findings.

## Distribution and Return of Questionnaires

Before any questionnaires are distributed, the team should determine how questionnaires will be distributed and returned, and should appoint one person who should track exactly how many questionnaires of each type are distributed and how many are returned. The distribution and return methods should maintain confidentiality. The team may provide envelopes addressed to the program with the questionnaire so that respondents can drop the questionnaires in the mail. Another means of collection is to place a covered drop box in a low-traffic area at the program. The box must be opaque to ensure confidentiality. The times at which questionnaires will be collected should be posted and adhered to.

## Understanding the Information Gathered

In addition to the instructions below, the diskette included in this kit comes with its own printed instructions, which can also be found on the diskette in a text file called README.TXT.

The instructions below will allow you to create a basic analysis of the information gathered through the questionnaires, so that you can apply this information to the program self-assessment. If you would like a more complex analysis, or if the team needs help with mathematical skills, ask for help from those in the community or on the board who have with professional experience in math or statistics. Volunteers from area colleges may be able to help.

### Demographic Information

Demographic items appear at the beginning of each questionnaire and ask general information about the respondent. These items should be included in every version of every questionnaire, every time it is distributed—even if the same respondents already have filled out a questionnaire with that information. The items help you assess how well the program is meeting the needs of different populations.

However, you don't always need to include *all* of the demographics. Before distributing any questionnaires, the team must determine which demographic information will help determine how the program is serving specific key populations, such as families with a specific language or ethnic background. If the program serves families with children of many different ages, you may want to add a demographic question looking at the ages of the children in the family. This will enable you to identify strengths and areas for improvement in meeting the needs of specific populations.

In order to use this information, you will separate the responses by the demographic category so that you can determine whether members of one demographic group differ in their responses than those of another. Say, for example, many of the participants in your program speak primarily Spanish, while the rest speak English. Those families who speak primarily English give an averaged rating of 4.3 to the following item, while primarily Spanish-speaking families give an averaged rating of 2.1: "Since becoming involved in the program, I have learned more about other organizations and community events." You may then realize that the Spanish-speaking families are not getting information on community events because the fliers announcing these events are written only in English.

### Ways to Analyze Responses

Many techniques described here should be used only if the *How Are We Doing?* diskette is not used.

#### • Frequency[1]

A frequency tells you how often a certain response occurs for a particular item—for example, how many people *Strongly Agree* with a statement on the questionnaire, compared with how many people have other responses.

Before you can analyze the information gathered using questionnaires, the data from multiple responses to one questionnaire (parent, staff, or board) must be combined onto a copy of the *key for the planning team* for that questionnaire, found after each questionnaire in this guide. Count the number of each type of response to a given question, and place that number in the box for that response.

In the example below, the team received 3 *Doesn't Apply* responses, 2 *Strongly Disagree* responses, 12 *Disagree* responses, 25 *Agree* responses, and 37 *Strongly Agree* responses.

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. It is easy to find out about the program and its activities. (B.9) | (3) | (2) | (12) | (25) | (37) |

[1] Versions 2 and higher of the *How Are We Doing?* diskette will perform this process automatically.

In general, the team could conclude that most people find it easy to get information about the program. But in order to get a more standardized analysis, and to apply the responses to the *degree of implementation* rating for this item in the self-assessment booklet (item 9 in booklet *B. Outreach/Engaging Families*), you will need to average the responses.

**• Average[1]**

To calculate the average response to an item on a questionnaire:

1. Assign each type of response (except for *Doesn't Apply*) a number of points from 1 to 4, and write these numbers above the response columns on a copy of the key to the questionnaire:

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1. It is easy to find out about the program and its activities. (B.9) | | | | | |

2. For each type of response, multiply the number of responses of that type by the number you have just assigned to that response. Using the example under "Frequency," above:

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1. It is easy to find out about the program and its activities. (B.9) | — | 2 x 1 = 2 | 12 x 2 = 24 | 25 x 3 = 75 | 37 x 4 = 148 |

3. Add up the total number of points:

$2 + 24 + 75 + 148 = 249$

4. Add up the total number of responses received, leaving out the *Doesn't Apply* responses:

$2 + 12 + 25 + 37 = 76$

5. Divide the total number of points by the total number of responses (round down for decimals .4 or lower, and round up for decimals .5 or higher):

$249 \div 76 = 3.276...$
Average response = 3.3

You can now say that the average response to this item, based on this questionnaire, is 3.3, in between *Agree* and *Strongly Agree*.

But beware that an average often does present a true profile of responses. For example, if the team received the following number of responses: *Doesn't Apply*: 5, *Strongly Disagree*: 6, *Disagree*: 0, *Agree*: 0, *Strongly Agree*: 6, the responses would average out to a misleading rating of 2.5—between Disagree and Agree, when in fact no respondents marked Disagree or Agree. In this case, it would be more helpful to present the complete frequency of all responses.

[1] Versions 1 and higher of the *How Are We Doing?* diskette will perform this process automatically.

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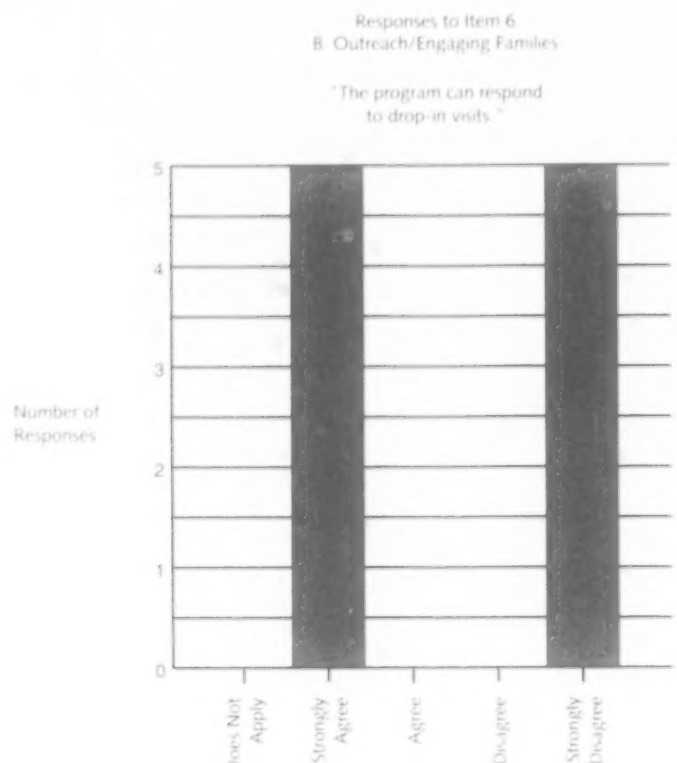
**• Percentage**

Percentages should only be used if you have received more than 100 questionnaire responses. They are used to turn a frequency (i.e., 28 *Agree* responses) into a proportion of total responses (i.e., 22.6% of respondents responded *Agree*). To calculate a percentage, divide the number of responses of a particular type by the total number of respondents, and multiply your answer by 100. For the example below, the following frequency of responses was received: *Doesn't Apply*: 5, *Strongly Disagree*: 11, *Disagree*: 24, *Agree*: 56, *Strongly Agree*: 73.

| | | | | | | |
|---|---|---|---|---|---|---|
| *Doesn't Apply* | = | 5 ÷ 169 | = | .03 x 100 | = | 3 % |
| *Strongly Disagree* | = | 11 ÷ 169 | = | .07 x 100 | = | 7 % |
| *Disagree* | = | 24 ÷ 169 | = | .14 x 100 | = | 14 % |
| *Agree* | = | 56 ÷ 169 | = | .33 x 100 | = | 33 % |
| *Strongly Agree* | = | 73 ÷ 169 | = | .43 x 100 | = | 43 % |

**• Graph**

Graphs give a visual representation of the information and help the team understand major trends or patterns in responses. Generally, it is not practical to produce a graph for each item on each questionnaire. Use graphs only when the team needs to discuss a particular item because of a large disparity or other unusual pattern of responses.




This graph makes very clear that there was a difference in how respondents felt about the item. It is then up to the team to determine why. It might be useful to use the demographic data collected in the questionnaire to see if the two pools of respondents fall into different demographic groups, or to investigate whether they responded differently to other items as well.

**• Additional Analysis**

Those with more advanced knowledge of statistics may wish to perform additional analysis, such as the standard deviation. For more information on these tests, please refer to *Quantitative Data Analysis: An Introduction* from the U.S. Department of Health and Human Services. Also, if you use spreadsheet software, you may refer to the sections in the software manual that cover averages and graphs.

The way the information is presented is just as important as the ways in which it is gathered and analyzed. Please see *Presenting the Results*, below.

## II. Focus Groups

A focus group is a discussion among six to 10 people that is led by a skilled facilitator who asks open-ended questions to elicit opinions and experiences of *all* members of the group. A focus group usually lasts one-and-one-half hours. Responses to the questions are recorded, either by tape or by a note taker, so that ideas and opinions can be used for the self-assessment.

Focus groups are an excellent way to gain an in-depth understanding of the factors that influence involvement in the program. They allow the participants to reflect on their experiences in the program and draw conclusions from these experiences.

The team must plan the logistics of the focus group, including:

- Place and time
- Recruitment process
- Recording/transcribing
- Refreshments
- Transportation
- Childcare

### Focus Group Participants

In general, participants in a focus group do not all know each other. However, they share similar experiences. For example, a focus group may be comprised of:

- Parents who have all participated in parent classes and workshops over the past two years
- Staff from several different program components who all work one-on-one with families, or who are all responsible for outreach

## Facilitator

The facilitator of the focus group should be someone who has no current relationship with the members of the group. For example, the facilitator of a group of staff members should not be the co-worker or supervisor of any group member, and the facilitator of a group of parents should not be another parent in the same program, or a staff person who works directly with any parent in the group. The facilitator should have skills in leading group discussions and must be able to:

- Set a tone of openness and confidentiality
- Draw *all* members into the conversation
- Review comments with participants to ensure full understanding
- Probe with additional questions on gain deeper understanding
- Identify similarities and differences
- Keep the conversation focused on the issues to be discussed
- Acknowledge participants' contributions

Without a skilled facilitator, a focus group can wander from the determined topics, not answer the specific questions, or become "coffee klatch" or gripe sessions.

## Preparing for and Running Focus Groups

Important strategies when arranging and running focus groups are discussed below. Some are relevant only to focus group facilitators.

**1. Set up multiple sessions for each population to be included.**
This allows you to obtain useful information even if one session is not optimal—if, for example, the group focuses on one specific topic and does not address others, or is dominated by one member.

**2. Set a time and date that are convenient for the participants.**
Issue letters or follow-up phone calls confirming the time and location.

**3. Budget plenty of time for making all of the arrangements.**
Rushing to set up a session on short notice can result in an ineffective focus group.

**4. Capture all of the comments.** The facilitator cannot take notes while facilitating a discussion. There are two options for capturing information:
- Use a tape recorder (which captures every word, but which requires transcription later)
- Send a note-taker (which will result in abridged notes, but does not require as much time transcribing)

**5. Make it easy for people to participate.**
- Arrange convenient childcare for parents.
- Provide or assist parents with obtaining transportation.
- Provide light refreshments for those who may be delaying or skipping a meal in order to participate.

**6. Make the session an appropriate length of time.**
Packing too much into a session will make participants feel rushed, and will reduce the quality of the feedback shared.

- Allow at least 10 to 15 minutes per question.
- Set additional time for introductions and wrap-up.
- Be clear with all participants beforehand about how long the focus group will take.

**7. Create a comfortable environment.**

- Find a "peer host." Participants will be more comfortable if someone from their community is hosting and setting up the focus group.
- Conduct introductions up front. Even if the group members know each other, introductions are important in establishing the relationship between the group members and the facilitator.
- Seat participants so that everyone can see everyone.
- Make sure the focus group is held in an environment where all participants are comfortable.
- Provide light refreshments.

**8. Create a relaxed and respectful conversational space.**

- Set ground rules up front so that participants can feel safe sharing their ideas. Typical ground rules might be: no interrupting, speak for yourself only, it is okay to disagree but not to criticize.
- Politely enforce the ground rules. Sometimes the process gets "out of hand" and people need to be reminded of the rules they have agreed to.
- Make sure everyone gets a chance to speak. Use eye contact and conversational clues to engage people who may be less vocal.

**9. Appreciate the time people are giving.**

- Thank everyone at the beginning and end of the session.
- Explain at the beginning of the session why you are collecting this information, how important their participation is, and how the program self-assessment will benefit them and the program.
- Be respectful of everyone's contributions and the answers they give.

**10. Solicit in-depth responses.**

- Double-check the questions you have prepared in advance of the session, to make sure that they will provoke more than a yes or no response.
- Clearly state at the beginning of the session what kind of information you hope to gather, and don't be afraid to interrupt people to get back on track.
- Prepare and use follow-up questions.
- Live with pauses. A few seconds of silence can feel like an eternity to a focus group facilitator, but it is important to allow time for people to think.
- Encourage participants to build on each other's comments.

**11. Take time for returning to points and building consensus.**

- Participants may need to change, retract, or repeat what they have said. Comments shouldn't be taken out of the context in which they were made; they may be relevant only in that context. The speaker may find a better way of saying something later. It is important to record and use those later statements.
- At the end of the session, summarize to the group what you heard in order to give people a chance to react or clarify.
- Try to get the group to come to a consensus on the three most important points that came out of the process.

## Preparing Questions

Two sets of focus group questions, one for parents and one for staff, are included in the information-gathering tools following these instructions. You can also develop questions that are more closely tailored to the needs of your program. All questions posed in the focus group should be open-ended and non-judgmental. They should begin with words such as "what" and "how" as opposed to "do you" "why do you." Successful templates for questions include:

- What is your opinion about ...
- Tell me about your experience with ...
- What difference has ... made for you and your children?
- How has the program ... ?

The facilitator should take time to restate what was said by participants to make sure that their comments are interpreted clearly. The facilitator begins restatements by saying:

- Let me be sure that I understand what you're saying. ...
- It seems that we've heard that the program is ...
- Am I correct in thinking that most everyone here feels that ... ?

## Confidentiality

All focus group participants, parents as well as staff, must understand and agree to keep everything said during the discussion confidential. The facilitator must assure the group that comments will not be attributed to specific individuals, but that all findings will be anonymous. As stated above, the facilitator should begin the session by reviewing why the focus group is being convened and how the information will be used. In order to ensure candor and openness in a focus group of staff, the facilitator should be a neutral person who has no administrative authority over any of the members of the group.

## Understanding the Information Gathered

Using the tape, notes, or transcription of the discussion, several people should, independently of each other, report on the subjects related to the program on which session participants had strong opinions, both positive and negative. Having such reports from multiple people reduces the likelihood that information will be misinterpreted. The individual reports should then be compiled into one report and shared with the team. The report should answer the following questions from the point of view of focus group participants:

- What are the strengths of the program?
- What are the challenges or concerns facing the program?
- Why do these issues pose challenges or concerns to the program?
- What are solutions to each challenge or concern?

The team can then use this report when completing the self-assessment booklet. The areas identified as strengths will receive higher ratings in *degree of implementation*, and those identified as challenges or concerns will receive lower ratings. The solutions generated by the focus groups can help the team identify ways in which to improve current practice.

The way the information is presented is just as important as the ways in which it is gathered and analyzed. Please see *Presenting the Results*, below.

## III. Program Observation

Many aspects of family-supportive practices are based on relationships and interactions. In addition to seeking information from program participants through questionnaires and/or focus groups, observing day-to-day operations can be useful. Scheduling times to observe during specific activities or programs will lead the planning team to insights that otherwise would not arise.

The team should decide:

- Which programs or activities to observe
- How many times each will be observed
- Who will observe each

Each of these decisions should be weighed carefully, and staff of the selected programs should be advised. Observations should be scheduled in cooperation with the staff of the program being observed. Making sure that all staff understand the self-assessment process and their role in it will build commitment and avert misunderstandings.

A program or activity should be observed by more than one person *and* at more than one time in order to obtain multiple perspectives. Since communication styles and levels of participation vary, the observers may find the process quite challenging and informative. Observing over several weeks, as opposed to just once or over a shorter time period, will provide a fuller understanding of how the program supports families.

### Observers

Two or three people should conduct the program observation. These should include:

- A program participant or former participant
- A staff member who is knowledgeable about the program component and family support practice

A staff person who works in the program component being observed, or is the staff supervisor in this component, should *not* be one of the observers.

Prior to scheduling observation times, the observers should:

- Discuss the observation method
- Become familiar with the program component and how it operates
- Review the principles of family support practice (Appendix 1)
- Review the Program Observation Tool to identify which part(s) of the tool to use, based on which self-assessment booklet(s) are being completed

### Preparing the Program Observation Tool

The Program Observation Tool is included in the information-gathering tools following these instructions. Like most of the other tools, it is organized into sections that correspond to the self-assessment booklets. Observers should use a new copy of the tool each time they observe.

The team can tailor the tool to the program. For instance, if a family resource center receives many drop-in visits by families, and the team wants to focus on how the families are treated when they arrive, a section of the tool could read:

*While observing for one hour, answer the following:*

| | | |
|---|---|---|
| How many families dropped in? | | |
| How much time passed before they were greeted? | | |
| Were they greeted by name? | ( ) Yes | ( ) No |
| Were they offered refreshments? | ( ) Yes | ( ) No |

## Conducting the Observation

Observers must be mindful of the program operations. It is important to *not* interrupt the regular flow of events. Observers should arrive prior to the beginning of the program and sit in a place that allows good viewing, but does not interfere with the normal activities. The staff person who is working should introduce the observer to program participants and explain the purpose of the observation. The observer should remain quiet and stay for at least an hour, if not for the entire program or activity. Upon leaving, the observer should thank the staff and participants for the opportunity to observe the program.

Using the tool as a guide, the observer should focus on:

- Interactions of participants with each other and with staff
- Roles that parents/participants assume in the program
- How decisions are made
- How ideas, contributions, and efforts are recognized or acknowledged
- The skills and knowledge that are being exchanged
- The ambiance or atmosphere and the condition of the surroundings

### Understanding the Information Gathered

Upon finishing all observation sessions of a particular program component, the observer should summarize his or her comments from multiple observations onto one copy of the Program Observation Tool. When all observers have finished observing a program component, one person must systematically compile these tools using yet another blank copy of the Program Observation Tool. If an observation occurred more than once, the compiler notes the number of times it appeared (this is similar to creating a frequency, as described in the questionnaire instructions above).

For example:

The number in parentheses refers to the number of times the comment appeared on the Program Observation Tools.

| Items from Tool | What to look for: | Comments: |
|---|---|---|
| Each parent leaves the center with written information about services, hours, fees, the name of the staff person and phone number of the person with whom he/she met. (G. 3) | • Are brochures with program information located near the entrance and exit?<br>• Do staff hand out brochures or program information to people who enter the center?<br>• Are visitors and those inquiring about the program attended to in a timely manner and get all their questions answered? | • *Brochures about parenting classes are located at the main doors. Center hours are posted on the front doors. No general brochures are located at the main door. (4)*<br>• *Family received information on programs offered at the center. (2) Varying time visitors were attended to: immediately (3), 5 minutes (2), 30 minutes (1)*<br>• *One mother continued to ask the receptionist questions after meeting with staff member.* |

Once the observations have been tallied, the team decides how to use this information in completing the self-assessment booklet. One way to do this is by using the *degree of importance* ratings given to items in the self-assessment booklet to set a standard of what is acceptable before looking at the results of the observation.

For instance, a program might decide that families' first impressions of the program are very important, and might rate the *degree of importance* of related items as 4 or 5. Based on that, the team might decide that families should be greeted within five minutes of arriving. If observations show that seven families waited more than 30 minutes to be greeted, the team would give low ratings to *degree of implementation* for related items.

The way the information is presented is just as important as the ways in which it is gathered and analyzed. Please see *Presenting the Results*, below.

## IV. Materials Review Tool

Written materials convey important information about the program. Reviewing these materials as part of the program self-assessment can help the program ensure that they are serving their purpose and are communicating effectively with their intended audience. The Materials Review Tool can be used to review all written materials, including:

- Brochures
- Outreach fliers
- Board minutes
- Reports

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Representatives of those who are intended to read the materials should participate in reviewing them. For example, parents should be involved in reviewing fliers and brochures about program events, activities, and services; and board members should review board notices, committee reports, or minutes. Some materials cover the entire program, such as the newsletters and annual reports, and should be reviewed by a group of staff, parents, and board members.

The Materials Review Tool is included in the information-gathering tools following these instructions. Like most of the other tools, it is organized into sections that correspond to the self-assessment booklets.

Upon reviewing the materials, the team may decide to change some of them as soon as possible. For example, a program brochure should reflect new hours or new activities. Other findings may be considered when planning for the entire program, e.g., changing the name of the program or revising intake forms.

### Understanding the Information Gathered

In most cases, using the information gathered using the Materials Review Tool in rating items in the self-assessment booklet is a straightforward process, and is a matter of applying the comments noted on the tool to the appropriate self-assessment booklet (relevant items are referred to on the tool).

## V. Presenting the Results

Being careful in presenting the data is just as important as being careful in gathering and analyzing it. In order to avoid misinterpretation or misrepresentation, it is important to indicate how and from what sources the information was gathered. For example, when the team has surveyed only some of the parents, staff, or board members, the information should be introduced by saying, "The parents (or staff or board members) who completed the survey thought ..."

When presenting items on which there were disparities in responses, the team should discuss the disparities. The coordinator of the team completing the self-assessment booklet should flag these items and, when the team is discussing what ratings it will give the items, show the full response data. This may spark discussion on why the differences occurred and help develop a solution. Using graphs and frequencies may help the team better understand the responses that were received. For these items, the team may also want to view the responses along demographic lines to identify possible trends. Presenting the data collected through the information-gathering tools accurately will increase the quality of the self-assessment.

## Parent Questionnaire

**Our program is assessing the services and programs that it provides for you, your family, and the community. Completing this questionnaire will help the program greatly by letting us know how we are serving you and how we can improve. All of your answers will be kept completely confidential, so please be honest. The more accurate and honest your feedback is, the better we can assess the program and improve it. Feel free to add at the end of the questionnaire any comments that you think will be useful.**

**Thank you for helping us improve the program.**

What is your sex? *(mark one)*

❑ Male ❑ Female

Which of the following describes your household? *(mark all that apply)*

❑ Two parents in the home
❑ One parent in the home
❑ Other (specify) _____

Who is primarily responsible for day-to-day care of your children? *(mark one)*

❑ Mother
❑ Father
❑ Mother and father equally
❑ Other (specify) _____

Which of the following best describes your race or ethnic background? *(mark one)*

❑ African American ❑ Asian/Pacific Islander ❑ Hispanic
❑ American Indian ❑ Caucasian ❑ Other (specify)_____

What is the primary language spoken in your home? *(mark one)*

❑ English ❑ Spanish ❑ Other (specify)_____

How long have you participated in the program? *(mark one)*

❑ Less than 1 year ❑ 1–2 years ❑ 3 years or longer

Typically, how many times in a month do you participate in program activities (for example, attend events or attend classes)?

_____ times a month

Typically, how many times a month do you talk with program staff (during phone conversations, home visits, or program activities, or in other settings)?

_____ times a month

Which programs and activities run by this program do you participate in? _____

To the right of each item, please place a check mark in the column that best states your response.

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Parents make decisions about the program and its plans for the future. | | | | | |
| 2. Staff ask for my opinions of the program. | | | | | |
| 3. It is easy to find out about the program and its activities. | | | | | |
| 4. I meet new people through the program. | | | | | |
| 5. I have opportunities to: | | | | | |
| a. help in the program | | | | | |
| b. give the program feedback | | | | | |
| c. talk to staff about family concerns | | | | | |
| d. get answers to my questions | | | | | |
| 6. Parties and family events are one of the reasons I like coming to the program. | | | | | |
| 7. I talk to other parents at the program. | | | | | |
| 8. I have learned about customs and traditions that are different than my own. | | | | | |
| 9. Fathers participate in the program. | | | | | |
| 10. Staff appreciate my help. | | | | | |
| 11. I have become better at advocating for my family and making my concerns heard. | | | | | |
| 12. In an emergency, I know program staff will help me get: | | | | | |
| a. food | | | | | |
| b. shelter | | | | | |
| c. clothing | | | | | |
| d. emergency funds | | | | | |
| e. transportation | | | | | |
| f. other resources | | | | | |
| 13. If the program does not offer what I need, staff will help me find another way to get it. | | | | | |
| 14. Every family is welcome at the program, no matter what its beliefs or lifestyles are. | | | | | |
| 15. Parents give each other a lot of advice and support. | | | | | |
| 16. When I have had difficulty or problems getting services for me or my family, program staff have helped me by: | | | | | |
| a. finding transportation for me | | | | | |
| b. making sure I have childcare | | | | | |
| c. figuring out how to pay for services | | | | | |
| d. finding someone who speaks my language | | | | | |
| e. filling out complicated paper work | | | | | |
| f. making sure I have the information or documents I need to get services | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 17. At the program, we plan and organize activities and programs that are interesting and useful for families. | | | | | |
| 18. The information I get from the program: | | | | | |
| a. helps me understand my child | | | | | |
| b. makes me feel good about the way I parent | | | | | |
| c. has strengthened the way I parent | | | | | |
| d. is respectful of my culture(s) and beliefs | | | | | |
| e. is useful for me and my family | | | | | |
| f. gives me a better understanding of how children grow and develop | | | | | |
| 19. I've learned how my experiences while growing up influence my present family life. | | | | | |
| 20. The parent education classes offered by the program | | | | | |
| a. are fun and helpful | | | | | |
| b. respect my culture and child-rearing practices | | | | | |
| c. cover the issues I want covered | | | | | |
| 21. Parents help review parent education materials that are used in the program. | | | | | |
| 22. Staff help me understand how my child learns and grows. | | | | | |
| 23. My child can explore new things in the program. (D.13f) | | | | | |
| 24. My child has learned new ways of solving problems in the program. | | | | | |
| 25. Since I began participating in the program, I know of more places to get what I want my family to have and what my family needs. | | | | | |
| 26. By participating in the program, I have strengthened my: | | | | | |
| a. self-esteem | | | | | |
| b. self-control | | | | | |
| c. decision-making skills | | | | | |
| d. communication skills | | | | | |
| e. ability to use resources | | | | | |
| f. goal-setting skills | | | | | |

If you have a child or children aged birth to five years, please respond to the following statement:

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 27. By participating in the program, my child has developed: | | | | | |
| a. self-esteem | | | | | |
| b. language skills | | | | | |
| c. social skills | | | | | |
| d. communication skills | | | | | |

If you have a child or children aged six years or older, please respond to the following statement. If not, skip to statement 29.

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 28. By participating in the program, my child has developed: | | | | | |
| a. a sense of personal responsibility | | | | | |
| b. goal-setting skills | | | | | |
| c. a sense of accomplishment and well-being | | | | | |
| d. critical thinking and problem-solving skills | | | | | |
| e. communication and negotiation skills | | | | | |
| 29. The program: | | | | | |
| a. keeps information about my family and me confidential | | | | | |
| b. asks before information about my family or me is shared with other service providers | | | | | |
| 30. I can see all information about my family and me that is kept by the program. | | | | | |
| 31. I know the program is concerned about my family and me. | | | | | |
| 32. At any time of day or night, I can get help from program staff when I have an emergency. | | | | | |
| 33. Participating in the program has helped me learn more about how my friends and family members can help me and how I can help them. | | | | | |
| 34. I have made new friends through the program. | | | | | |
| 35. I get together with families I met here outside of the program. | | | | | |
| 36. I give advice to and learn from other parents during classes, support groups, and/or other program activities. | | | | | |
| 37. Since becoming involved in the program, I have: | | | | | |
| a. learned more about other organizations and community events | | | | | |
| b. participated more in community activities | | | | | |
| c. taken a leadership role in the community | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 38. My family and I feel safe at the program. | | | | | |
| 39. I feel comfortable at the program. | | | | | |
| 40. I participate in family activities that are open to all families in the program. | | | | | |
| 41. If I need it, staff help me arrange for transportation and childcare so that I can keep my appointments and commitments. | | | | | |

If you are not receiving home visits, please skip to statement 56.

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 42. If I need it, my home visitor helps me arrange for childcare/respite care and transportation so that I can keep my appointments and commitments. | | | | | |
| 43. My home visitor tries to schedule visits at times that are convenient for my family and me. | | | | | |
| 44. My home visitor listens to my concerns and helps me. | | | | | |
| 45. I participate in program activities with other families. | | | | | |
| 46. My home visitor knows a lot about: | | | | | |
| a. resources in the community | | | | | |
| b. child development | | | | | |
| c. parenting | | | | | |
| 47. If the program does not offer what my family and I need, my home visitor helps me find another way to get it. | | | | | |
| 48. My home visitor links me to other resources in the community. | | | | | |
| 49. My home visitor goes to appointments with me if I ask. | | | | | |
| 50. My home visitor spends time with my child or children. | | | | | |
| 51. I give feedback to my home visitor. | | | | | |
| 52. My home visitor comes as often as I'd like and talks about things that are important to me. | | | | | |
| 53. My home visitor speaks the language that my family speaks at home. | | | | | |
| 54. My home visitor keeps in contact with me between visits. | | | | | |
| 55. I can choose whether or not I have home visits. | | | | | |
| 56. Staff share the cultures and values of the families in my community. | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 57. Staff share personal stories with my family and me. | | | | | |
| 58. Staff know a lot about child development and share it with me. | | | | | |
| 59. Staff are open to and interested in the customs of my family. | | | | | |
| 60. I am comfortable discussing cultural, racial, ethnic, and religious issues with staff. | | | | | |
| 61. Staff don't try to make decisions for me. | | | | | |
| 62. I don't feel pushed to make decisions before I am ready. | | | | | |
| 63. Staff recognize the achievements of my family and me. | | | | | |
| 64. When I disagree with staff, it is handled respectfully and fairly by everyone. | | | | | |
| 65. Staff help my family and me plan for the future by: | | | | | |
| a. helping decide what's important | | | | | |
| b. helping to make a plan for my family to achieve goals | | | | | |
| 66. The results of program evaluations are shared with me. | | | | | |

Additional comments:

## Cuestionario Para Padres

Nuestra programa esta estimando los servicious y programas que provée a usted, su familia, y la comunidad. Llenando este cuestionario ayudara al programa a saber como está sirviéndole y cómo podria ser mejorado. Todas las respuestas serán tratadas con estricta confidencialidad, por lo que le pedimos sea honesto. Mientras mas exactas y honestas sean sus respuestas, nosotros podremos evaluar de una manera más exacta al programa y mejorarlo. Siéntase libre de poner cualquier comentario adicional que usted piense que puede ser útil al final de la evaluación.

Gracias por ayudarnos a mejorar nuestro programa.

Sexo *(Marque uno)*
❑ Masculino ❑ Femenino

¿Cuáles de las siguientes características describe su hogar? *(Marque todo que aplica)*
❑ Ambos padres en el hogar
❑ Padre/Madre soltero(a)
❑ Otro (especifique) _____

¿Quién es responsable primordialmente de cuidar a sus hijos?
❑ Madre
❑ Padre
❑ Madre y padre por igual
❑ Otro (especifique) _____

¿Cuál de las siguientes características describe mejor su raza o etnicidad? *(Marque uno)*
❑ Afroamericano ❑ Asiático/De las Islas del Pacífico ❑ Hispano
❑ Indio Norte-Americano ❑ Caucásico (Blanco)
❑ Otro *(especifique)*_____

¿Cuál es el idioma que se habla primordialmente en su casa? *(Marque uno)*
❑ Inglés ❑ Español ❑ Otro *(especifique)*_____

¿Por cuánto tiempo ha participado en el programa? *(Marque uno)*
❑ Menos de 1 año ❑ 1 a 2 años ❑ 3 años o más

¿Regularmente, cuántas veces *participa en actividades del programa* durante un mes (por ejemplo, asistir a eventos, asistir a clases)?

_____ veces en un mes

¿Regularmente, cuántas veces al mes *habla usted con personal que atiende a las familias* (incluyendo, por ejemplo conversaciones telefónicas, visitas a casa, visitas a actividades, o en otras ocasiones)?

_____ veces en un mes

¿En cuales servicios y actividades de este programa participa usted? _____

_____

_____

**A la derecha, por favor marque la columna que mas cerca indica su respuesta.**

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 1. Los padres toman decisiones acerca de las directrices del programa y y planes para el futuro. | | | | | |
| 2. El personal pide mi opinión acerca del programa. | | | | | |
| 3. Es fácil enterarse acerca del programa y sus actividades. | | | | | |
| 4. Conozco nuevas personas a través de este programa. | | | | | |
| 5. Tengo oportunidad de: | | | | | |
| a. Ayudar en el programa. | | | | | |
| b. Expresar al programa lo que pienso de él. | | | | | |
| c. Hablar con el personal acerca de preocupaciones familiares. | | | | | |
| d. Obtener respuestas a mis preguntas. | | | | | |
| 6. Una de las razones por la que me gusta venir al centro son las actividades sociales y recreativas. | | | | | |
| 7. Hablo con otros padres/madres en el centro | | | | | |
| 8. He aprendido acerca de costumbres y tradiciones que son diferentes a las mías. | | | | | |
| 9. Los papás participan en el programa. | | | | | |
| 10. El personal agradece mi ayuda. | | | | | |
| 11. Siento que puedo abogar por mi familia y expresar mis puntos de vista. | | | | | |
| 12. En caso de emergencia, sé que el personal me ayudaría a conseguir: (C.18 a-d) | | | | | |
| a. comida | | | | | |
| b. vivienda de emergencia | | | | | |
| c. vestido | | | | | |
| d. fondos de emergencia | | | | | |
| e. transportación | | | | | |
| f. otros recursos | | | | | |
| 13. Si el programa no ofrece lo que necesito, el personal me ayuda a encontrar otro programa que lo ofrezca. | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 14. Todas las familias son bienvenidas en el programa, sin importar las creencias de las familias y sus estilos de vida. | | | | | |
| 15. Los padres y madres se ayudan y dan consejos mutuamente | | | | | |
| 16. Cuando he tenido problemas o dificultades consiguiendo servicios para mi o mi familia, el personal me ha ayudado al | | | | | |
| a. enseñarme como llegar al lugar | | | | | |
| b. encontrar cuidado de niños | | | | | |
| c. ayudarme a ver cómo pagar servicios | | | | | |
| d. encontrar el que habla mi idioma | | | | | |
| e. ayudarme a llenar formas y papeles complicados | | | | | |
| f. asegurarse de que tengo la información o la documentación necesaria para conseguir los servicios | | | | | |
| 17. Planeamos y organizamos actividades y programas que son interesantes y útiles para las familias | | | | | |
| 18. La información que obtengo en el centro: | | | | | |
| a. Me ayuda a entender a mi hijo(a). | | | | | |
| b. Me hace sentir bien por la manera en que me conduzco como padre/madre | | | | | |
| c. Ha fortalecido la manera en que me conduzco como padre/madre | | | | | |
| d. Es respetuosa de mi cultura(s) y creencias. | | | | | |
| e. Es útil para mi y mi familia. | | | | | |
| f. Me da un mejor entendimiento de cómo los niños(as) crecen y se desarrollan. | | | | | |
| 19. He aprendido cómo las experiencias adquiridas durante mi crecimiento, influyen hoy día mi vida familiar. | | | | | |
| 20. Las clases de educación para padres/madres. | | | | | |
| a. Son divertidas y útiles. | | | | | |
| b. Reflejan mi cultura y las prácticas sobre como criar a un niño(a). | | | | | |
| c. Cubren los temas que yo deseo. | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 21. Los padres/madres ayudan a revisar material educativo para padres que es usado en el programa. | | | | | |
| 22. El personal me ayuda a entender como mi niño(a) aprende y crece. | | | | | |
| 23. Mi hijo(a) está interesado en aprender nuevas cosas en el centro | | | | | |
| 24. Mi hijo(a) ha aprendido en el programa nuevas maneras de resolver problemas | | | | | |
| 25. Desde que participo en el programa, conozco más lugares para conseguir lo que quiero y necesito para mi familia. | | | | | |
| 26. Desde que participo en el programa, he aprendido | | | | | |
| a. auto-estima | | | | | |
| b. auto control | | | | | |
| c. habilidades para toma de decisiones | | | | | |
| d. destrezas de comunicacion | | | | | |
| e. habilidades de utilizar recursos | | | | | |
| f. habilidades para decidir metas | | | | | |

**Si usted tiene un hijo(a) o hijos(as) entre los 0 (cero) y 5 (cinco) años de edad, por favor conteste pregunta 27:**

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 27. Al participar en el programa, mi niño ha desarrollado: | | | | | |
| a. Auto-estima | | | | | |
| b. Destrezas o habilidades en el lenguaje | | | | | |
| c. Destrezas sociales | | | | | |
| d. Destrezas de comunicación | | | | | |

**Si usted tiene un niño(a) o niños(a) de seis años o más, por favor responda a pregunta 28:**

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 28. Al participar en el programa, mi hijo(a) ha desarrollado: | | | | | |
| a. Sentido de responsabilidad personal | | | | | |
| b. Habilidades para establecer metas | | | | | |
| c. Una sensación de logro y bienestar | | | | | |
| d. Habilidades de pensamiento crítico y de solución de problemas. | | | | | |
| e) Habilidades de comunicación y negociación. | | | | | |
| 29. El programa: | | | | | |
| a. mantiene confidencialmente la información mía y de mi familia. | | | | | |
| b. me pregunta antes de compartir información mía o de mi familia con otros proveedores de servicios. | | | | | |
| 30. Puedo ver toda la información que el programa guarda acerca de mi y mi familia. | | | | | |
| 31. Yo se que el programa está interesado en mi y mi familia. | | | | | |
| 32. No importa cuando tenga una emergencia, pero siempre puedo obtener ayuda del personal del programa | | | | | |
| 33. El participar en el programa me ha ayudado a aprender más acerca de lo que mis amigos y mis familiares me pueden ayudar | | | | | |
| 34. He hecho nuevos amigos a través de este programa | | | | | |
| 35. Me reúno fuera del centro con familias que conocí aquí. | | | | | |
| 36. Yo doy consejo y aprendo de otros padres durante las clases, grupos de apoyo y/u otras actividades del programa | | | | | |
| 37. Desde que me involucré en el programa: | | | | | |
| a. He aprendido acerca de otros organizaciones y eventos en la comunidad | | | | | |
| b. He participado más en actividades de la comunidad | | | | | |
| c. He tomado un papel de liderazgo dentro de la comunidad | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 38. Mi familia y yo nos sentimos seguros en el centro. | | | | | |
| 39. Me siento cómodo en el centro | | | | | |
| 40. Participo en actividades familiares a nivel de todo el centro. | | | | | |
| 41. Si lo necesito, el personal me ayudaría a hacer arreglos de transporte y cuidado de niños para citas y compromisos. | | | | | |

**Si usted no recibe visitas en la casa, por favor sigue a pregunta 56:**

| | | | | | |
|---|---|---|---|---|---|
| 42. Mi visitador domiciliario me ayuda, si se necesitan, a hacer arreglos de cuidado de niños y transportación para citas y compromisos. | | | | | |
| 43. Mi visitador domiciliario trata de programar sus visitas en horas que son convenientes para mi y mi familia | | | | | |
| 44. Mi visitador(a) escucha mis preocupaciones y me ayuda. | | | | | |
| 45. Participo en actividades del centro con otras familias. | | | | | |
| 46. Mi visitador(a) conoce mucho sobre: | | | | | |
| a. Recursos en la comunidad | | | | | |
| b. Desarrollo del niño | | | | | |
| c. Cómo criar a un niño(a) | | | | | |
| 47. Si el programa no ofrece lo que necesito, mi visitador(a) domiciliario me ayuda a encontrar otro lugar que lo ofrezca. | | | | | |
| 48. Mi visitador domiciliario me conecta con otros recursos en la comunidad. | | | | | |
| 49. Mi visitador domiciliario va conmigo a citas si se lo pido. | | | | | |
| 50. Mi visitador también pasa tiempo con mis hijo(a)-s | | | | | |
| 51. Expreso lo que pienso al visitador(a) | | | | | |
| 52. Mi visitador(a) me visita cuantas veces quiero y habla de cosas que me importan. | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 53. Mi visitadora habla el lenguaje que hablamos en casa | | | | | |
| 54. Mi visitador domiciliario se mantiene en contacto conmigo entre visitas. | | | | | |
| 55. Puedo escoger entre si quiero tener o no tener visitas en la casa. | | | | | |
| 56. El personal comparte la cultura y valores de las familias en mi comunidad. | | | | | |
| 57. El personal comparte anécdotas personales. | | | | | |
| 58. El personal sabe mucho acerca del desarrollo del niño y lo comparte conmigo | | | | | |
| 59. El personal esta abierto e interesado en conocer las costumbres de mi familia | | | | | |
| 60. Me siento cómodo discutiendo cuestiones culturales, raciales, étnicas y religiosas con el personal. | | | | | |
| 61. El personal no trata de tomar decisiones por mi | | | | | |
| 62. No me siento presionado a tomar decisiones antes de estar listo | | | | | |
| 63. El personal reconoce mis logros y los de mi familia. | | | | | |
| 64. Cuando estoy en desacuerdo con el personal, esta situación es manejada de una manera respetuosa y justa para todos. | | | | | |
| 65. El personal me ayuda a mi y a mi familia a planear para el futuro mediante: | | | | | |
| a. ayuda para decidir qué es lo importante | | | | | |
| b. la elaboración de un plan para alcanzar metas. | | | | | |
| 66. Los resultados de la evaluación del programa son compartidos con los padres. | | | | | |

Comentarios Adicionales:

## Parent Questionnaire

### Key for Planning Team

This key is to be used only by the planning team in compiling data once the questionnaires are completed. Use the actual questionnaire for distribution to parents. For complete instructions, see "Information-Gathering Tools: Instructions for Use."

Our program is assessing the services and programs that it provides for you, your family, and the community. Completing this questionnaire will help the program greatly by letting us know how we are serving you and how we can improve. All of your answers will be kept completely confidential, so please be honest. The more accurate and honest your feedback is, the better we can assess the program and improve it. Feel free to add at the end of the questionnaire any comments that you think will be useful.

Thank you for helping us improve the program.

What is your sex? *(mark one)*
❑ Male ❑ Female

Which of the following describes your household? *(mark all that apply)*
❑ Two parents in the home
❑ One parent in the home
❑ Other (specify) _____

Who is primarily responsible for day-to-day care of your children? *(mark one)*
❑ Mother
❑ Father
❑ Mother and father equally
❑ Other (specify) _____

Which of the following best describes your race or ethnic background? *(mark one)*
❑ African American ❑ Asian/Pacific Islander ❑ Hispanic
❑ American Indian ❑ Caucasian ❑ Other (specify)_____

What is the primary language spoken in your home? *(mark one)*
❑ English ❑ Spanish ❑ Other (specify)_____

How long have you participated in the program? *(mark one)*
❑ Less than 1 year ❑ 1–2 years ❑ 3 years or longer

Typically, how many times in a month do you participate in program activities (for example, attend events or attend classes)?

_____ times a month

Typically, how many times a month do you talk with program staff (during phone conversations, home visits, or program activities, or in other settings)?

_____ times a month

Which programs and activities run by this program do you participate in? _____

_____

To the right of each item, please place a check mark in the column that best states your response.

**A. Governance**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Parents make decisions about the program and its plans for the future. (A.3, A.13a, C.1, C.7c) | | | | | |
| 2. Staff ask for my opinions of the program. (A.13a, J.6, J.7) | | | | | |

**B. Outreach/Engaging Families**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 3. It is easy to find out about the program and its activities. (B.9) | | | | | |
| 4. I meet new people through the program. (B.7) | | | | | |
| 5. I have opportunities to: (B.5c, C.5, E.1, J.6, J.7) | | | | | |
| a. help in the program (C.5) | | | | | |
| b. give the program feedback (J.6, J.7) | | | | | |
| c. talk to staff about family concerns (E.1) | | | | | |
| d. get answers to my questions (B.5c) | | | | | |
| 6. Parties and family events are one of the reasons I like coming to the program. (B.10) | | | | | |

**C. Programs and Activities**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Parents make decisions about the program and its plans for the future. (A.3, A.13a, C.1, C.7c) | | | | | |
| 5. I have opportunities to: (C.5, J.6, J.7, E.1, B.5c) | | | | | |
| a. help in the program (C.5) | | | | | |
| b. give the program feedback (J.6, J.7) | | | | | |
| c. talk to staff about family concerns (E.1) | | | | | |
| d. get answers to my questions (B.5c) | | | | | |
| 7. I talk to other parents at the program. (C.3a) | | | | | |
| 8. I have learned about customs and traditions that are different than my own. (C.10) | | | | | |
| 9. Fathers participate in the program. (C.8b) | | | | | |
| 10. Staff appreciate my help. (C.14, I.6f) | | | | | |
| 11. I have become better at advocating for my family and making my concerns heard. (C.12) | | | | | |
| 12. In an emergency, I know program staff will help me get: (C.18a-f) | | | | | |
| a. food (C.18a) | | | | | |
| b. shelter (C.18b) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| c. clothing (C.18c) | | | | | |
| d. emergency funds (C.18d) | | | | | |
| e. transportation (C.18e) | | | | | |
| f. other resources (C.18f) | | | | | |
| 13. If the program does not offer what I need, staff will help me find another way to get it. (C.7c, F.2b) | | | | | |
| 14. Every family is welcome at the program, no matter what its beliefs or lifestyles are. (C.23) | | | | | |
| 15. Parents give each other a lot of advice and support. (C.2c) | | | | | |
| 16. When I have had difficulty or problems getting services for me or my family, program staff have helped me by: (C.21a-f) | | | | | |
| a. finding transportation for me (C.21a) | | | | | |
| b. making sure I have childcare (C.21b) | | | | | |
| c. figuring out how to pay for services (C.21cd. finding someone who speaks my language (C.21d) | | | | | |
| e. filling out complicated paper work (C.21e) | | | | | |
| f. making sure I have the information or documents I need to get services (C.21f) | | | | | |
| 17. At the program, we plan and organize activities and programs that are interesting and useful for families. (C.7) | | | | | |

**D. Parent Education and Child Development**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 18. The information I get from the program: (D.1b, D.1d, D.2e-f, D.10a-b, I.4d, I.7d) | | | | | |
| a. helps me understand my child (D.1d) | | | | | |
| b. makes me feel good about the way I parent (D.2e) | | | | | |
| c. has strengthened the way I parent (D.2f) | | | | | |
| d. is respectful of my culture(s) and beliefs (D.10b) | | | | | |
| e. is useful for me and my family (D.10a, I.4d, I.7d)) | | | | | |
| f. gives me a better understanding of how children grow and develop (D.1b) | | | | | |
| 19. I've learned how my experiences while growing up influence my present family life. (D.2b) | | | | | |
| 20. The parent education classes offered by the program (D.10a, b, d) | | | | | |
| a. are fun and helpful (D.10a) | | | | | |
| b. respect my culture and child-rearing practices (D.10b) | | | | | |
| c. cover the issues I want covered (D.10d) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 21. Parents help review parent education materials that are used in the program. (D.11) | | | | | |
| 22. Staff help me understand how my child learns and grows. (D.1b, I.7b) | | | | | |
| 23. My child can explore new things in the program. (D.13f) | | | | | |
| 24. My child has learned new ways of solving problems in the program. (D.13c) | | | | | |
| 25. Since I began participating in the program, I know of more places to get what I want my family to have and what my family needs. (D.8c) | | | | | |
| 26. By participating in the program, I have strengthened my: (D.8a-f) | | | | | |
| a. self-esteem (D.8a) | | | | | |
| b. self-control (D.8b) | | | | | |
| c. decision-making skills (D.8c) | | | | | |
| d. communication skills (D.8d) | | | | | |
| e. ability to use resources (D.8e) | | | | | |
| f. goal-setting skills (D.8f) | | | | | |

If you have a child or children aged birth to five years, please respond to the following statement:

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 27. By participating in the program, my child has developed: (D.4a-d) | | | | | |
| a. self-esteem (D.4a) | | | | | |
| b. language skills (D.4b) | | | | | |
| c. social skills (D.4c) | | | | | |
| d. communication skills (D.4d) | | | | | |

If you have a child or children aged six years or older, please respond to the following statement:

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 28. By participating in the program, my child has developed: (D.6a-e) | | | | | |
| a. a sense of personal responsibility (D.6a) | | | | | |
| b. goal-setting skills (D.6b) | | | | | |
| c. a sense of accomplishment and well-being (D.6c) | | | | | |
| d. critical thinking and problem-solving skills (D.6d) | | | | | |
| e. communication and negotiation skills (D.6e) | | | | | |

**E. Working One-on-One with Families**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 5. I have opportunities to: (C.5, J.6, J.7, E.1, B.5c) | | | | | |
| a. help in the program (C.5) | | | | | |
| b. give the program feedback (J.6, J.7) | | | | | |
| c. talk to staff about family concerns (E.1) | | | | | |
| d. get answers to my questions (B.5c) | | | | | |
| 29. The program: (E.3, E.11) | | | | | |
| a. keeps information about my family and me confidential (E.3, E.11) | | | | | |
| b. asks before information about my family or me is shared with other service providers (E.11a,c) | | | | | |
| 30. I can see all information about my family and me that is kept by the program. (E.11d) | | | | | |
| 31. I know the program is concerned about my family and me. (E.13) | | | | | |
| 32. At any time of day or night, I can get help from program staff when I have an emergency. (E.2) | | | | | |
| 33. Participating in the program has helped me learn more about how my friends and family members can help me and how I can help them. (E.6d, E.7b) | | | | | |

**F. Relationships With the Community**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 13. If the program does not offer what I need, staff will help me find another way to get it. (C.7c, F.2b) | | | | | |
| 34. I have made new friends through the program. (F.1a) | | | | | |
| 35. I get together with families I met here outside of the program. (F.1d) | | | | | |
| 36. I give advice to and learn from other parents during classes, support groups, and/or other program activities. (F.1b) | | | | | |
| 37. Since becoming involved in the program, I have: (F.2a, c, d) | | | | | |
| a. learned more about other organizations and community events (F.2a) | | | | | |
| b. participated more in community activities (F.2c) | | | | | |
| c. taken a leadership role in the community (F.2d) | | | | | |

### G. Center Environment

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 38. My family and I feel safe at the program. (G.12c) | | | | | |
| 39. I feel comfortable at the program. (G.9a) | | | | | |
| 40. I participate in family activities that are open to all families in the program. (G.8) | | | | | |
| 41. If I need it, staff help me arrange for transportation and childcare so that I can keep my appointments and commitments. (G.7) | | | | | |

### H. Home Visiting

If you are not receiving home visits, please skip to statement 56.

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 42. If I need it, my home visitor helps me arrange for childcare / respite care and transportation so that I can keep my appointments and commitments. (H.15c) | | | | | |
| 43. My home visitor tries to schedule visits at times that are convenient for my family and me. (H.3) | | | | | |
| 44. My home visitor listens to my concerns and helps me. (H.9, H.11) | | | | | |
| 45. I participate in program activities with other families. (H.12) | | | | | |
| 46. My home visitor knows a lot about: | | | | | |
| a. resources in the community (H.13a) | | | | | |
| b. child development (H.13b) | | | | | |
| c. parenting (H.13f) | | | | | |
| 47. If the program does not offer what my family and I need, my home visitor helps me find another way to get it.(H.13a) | | | | | |
| 48. My home visitor links me to other resources in the community. (H.14b) | | | | | |
| 49. My home visitor goes to appointments with me if I ask. (H.15b) | | | | | |
| 50. My home visitor spends time with my child or children. (H.8) | | | | | |
| 51. I give feedback to my home visitor. (H.16) | | | | | |
| 52. My home visitor comes as often as I'd like and talks about things that are important to me. (H.4) | | | | | |
| 53. My home visitor speaks the language that my family speaks at home. (H.7) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 54. My home visitor keeps in contact with me between visits. (H.10) | | | | | |
| 55. I can choose whether or not I have home visits. (H.2) | | | | | |

**I. Staff Roles and Capacities**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 2. Staff ask for my opinions of the program. (A.13a, J.6, J.7) | | | | | |
| 5. I have opportunities to: (C.5, J.6, J.7, E.1, B.5c) | | | | | |
| a. help in the program (C.5) | | | | | |
| b. give the program feedback (J.6, J.7) | | | | | |
| c. talk to staff about family concerns (E.1) | | | | | |
| d. get answers to my questions (B.5c) | | | | | |
| 10. Staff appreciate my help. (C.14, I.6f) | | | | | |
| 18. The information I get from the program: (D.1b, D.1d, D.2e-f, D.10a-b, I.4d, I.7d) | | | | | |
| a. helps me understand my child (D.1d) | | | | | |
| b. makes me feel good about the way I parent (D.2e) | | | | | |
| c. has strengthened the way I parent (D.2f) | | | | | |
| d. is respectful of my culture(s) and beliefs (D.10b) | | | | | |
| e. is useful for me and my family (D.10a, I.4d, I.7d)) | | | | | |
| f. gives me a better understanding of how children grow and develop (D.1b) | | | | | |
| 22. Staff help me understand how my child learns and grows. (D.1b, I.7b) | | | | | |
| 56. Staff share the cultures and values of the families in my community. (I.2) | | | | | |
| 57. Staff share personal stories with my family and me. (I.6k) | | | | | |
| 58. Staff know a lot about child development and share it with me. (I.7a,b) | | | | | |
| 59. Staff are open to and interested in the customs of my family. (I.7d) | | | | | |
| 60. I am comfortable discussing cultural, racial, ethnic, and religious issues with staff. (I.11a) | | | | | |
| 61. Staff don't try to make decisions for me. (I.9d) | | | | | |
| 62. I don't feel pushed to make decisions before I am ready. (I.10b) | | | | | |
| 63. Staff recognize the achievements of my family and me. (I.10c) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 64. When I disagree with staff, it is handled respectfully and fairly by everyone. (I.10d) | | | | | |
| 65. Staff help my family and me plan for the future by: (I.9b, c) | | | | | |
| a. helping decide what's important (I.9c) | | | | | |
| b. helping to make a plan for my family to achieve goals (I.9b) | | | | | |

**J. Monitoring and Evaluation**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 66. The results of program evaluations are shared with me. (J.11b) | | | | | |

Additional comments:

## Staff Questionnaire

Our program is assessing the services and programs that we provide for children and families in the community. As a member of the staff, your opinion is very important. As you are completing this questionnaire, please remember that your honesty and accuracy in responding will lead to a self-assessment that is accurate and can lead to real program improvement. Feel free to add any additional comments that you think will be useful to the assessment. Please be assured that your responses will be compiled with others and will be treated confidentially.

Thank you for helping to improve the program.

---

How long have you been a staff member? *(mark one)*

❑ 0–2 years ❑ 3–5 years ❑ 6–8 years ❑ 9 or more years

*If the program has fewer than 30 staff members, skip to next question.*

In general terms, what does your job entail? *(mark one)*

❑ I work directly with families.
❑ I help with program operations.
❑ I supervise staff who work with families.
❑ I work with other community organizations.
❑ Other (specify) _____

How often does the program have staff meetings? _____

Staff meetings are held *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many staff meetings have you attended within the past year? _____

How often do you meet with your supervisor? _____

My supervisor and I meet *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How often do you have the opportunity to participate in training or in-service activities?

_____

Training opportunities are offered *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many training opportunities have you participated in as a staff member? _____

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Staff input shapes the program's goals, mission, and objectives. | | | | | |
| 2. The program's goals, missions, and objectives are clear to me. | | | | | |
| 3. I have input in program decisions through: | | | | | |
| a. staff/team meetings | | | | | |
| b. open-door policies | | | | | |
| c. retreats | | | | | |
| d. group problem solving | | | | | |
| e. participating on board committees | | | | | |

| | Yes | No |
|---|---|---|
| 4. Families: | | |
| a. chair committees | | |
| b. serve as trustees and board members | | |
| c. develop program activities | | |
| d. review grants | | |
| e. are advocates and presenters to legislators | | |
| f. evaluate programs or review program materials | | |
| g. reach out to new families | | |
| h. decide how funds are used in the program | | |
| i. represent the program in the community | | |
| j. participate in fundraising for the program | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 5. The program links families with services to help meet their basic needs. | | | | | |
| 6. The program welcomes every family, regardless of their beliefs or lifestyles. | | | | | |
| 7. Staff speak the language(s) of the families who participate in the program or provide translation services as needed by families. | | | | | |
| 8. I help families get the help they need–even when it's not something we offer at our program. | | | | | |

| | Yes | No |
|---|---|---|
| 9. In the last two months, I have made contact with providers of services related to: | | |
| a. childcare/respite care | | |
| b. health care | | |
| c. mental health/counseling | | |
| d. drug and alcohol treatment | | |
| e. housing | | |

| | Yes | No |
|---|---|---|
| f. GED/continuing education/ESL | | |
| g. income supports and benefits | | |
| h. job training/employment | | |
| i. legal issues | | |
| j. domestic violence | | |
| k. child welfare | | |
| l. developmental disabilities | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **10. Our parent education activities:** | | | | | |
| a. Convey important information about child development | | | | | |
| b. Help parents set appropriate expectations for their children | | | | | |
| c. Teach activities that parents can engage in with their children | | | | | |
| d. Help parents understand their own children | | | | | |
| e. Help parents examine their values and behavior | | | | | |
| f. Help parents reflect on how their childhood experiences impact their parenting | | | | | |
| g. Help parents set goals for their children and families | | | | | |
| h. Help parents recognize their strengths and abilities as parents | | | | | |
| i. Help parents feel more competent about their parenting skills | | | | | |
| j. Help parents explore their cultural traditions and expectations about parenting | | | | | |
| k. Provide opportunities for parents to try out new activities and parenting methods | | | | | |
| **11. Our activities for children aged birth to five help children develop:** | | | | | |
| a. self-esteem | | | | | |
| b. language skills | | | | | |
| c. social skills | | | | | |
| d. basic communication skills | | | | | |
| **12. Our activities for older children help children:** | | | | | |
| a. develop a sense of personal responsibility | | | | | |
| b. set goals | | | | | |
| c. gain a sense of accomplishment and belonging | | | | | |
| d. think critically and solve problems | | | | | |
| e. communicate and negotiate | | | | | |
| **13. All children's activities:** | | | | | |
| a. are fun, interesting, and educational | | | | | |
| b. are age-appropriate | | | | | |
| c. encourage problem solving | | | | | |
| d. draw out cultural richness | | | | | |
| e. demonstrate children's intelligence | | | | | |
| f. encourage exploration | | | | | |
| g. encourage interaction between children and adults | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 14. Families can get help and support when they need it through regular drop-in times, scheduled appointments, and/or 24-hour emergency access. | | | | | |
| 15. It is easy for families to access individualized services in a confidential manner. | | | | | |
| 16. Staff who work with the same families meet regularly to share information, recognize growth and change in families, and coordinate their efforts. | | | | | |
| 17. Staff work with individual families to help them identify goals, strengths, and concerns. | | | | | |
| 18. I obtain parents' consent before sharing information with other programs. | | | | | |
| 19. I understand the role of mandated reporters in cases of child abuse and neglect. | | | | | |
| 20. I make sure that parents understand the role of mandated reporters in cases of child abuse and neglect. | | | | | |
| 21. Staff take steps, if necessary, to ensure the safety of all family members. | | | | | |
| 22. I provide parents with copies of any reports and access to any material kept on file about their families. | | | | | |
| 23. Staff are trained at recognizing: | | | | | |
| a. substance abuse | | | | | |
| b. developmental delays | | | | | |
| c. child abuse | | | | | |
| d. domestic violence | | | | | |
| e. mental illness | | | | | |
| f. chronic health problems | | | | | |
| g. homelessness | | | | | |
| h. risk of imminent crisis | | | | | |
| 24. I work with families who are in need of intensive services to make sure they get the help they need. | | | | | |
| 25. Staff continue to keep in contact with families who are referred to intensive services. | | | | | |
| 26. Families are encouraged to stay involved in program activities while taking part in intensive services. | | | | | |
| 27. Our staff and staff from other programs and agencies participate in training together. | | | | | |
| 28. The program has links with local cultural and ethnic organizations. | | | | | |
| 29. I ensure that up-to-date resource and referral information is available to participating families. | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 30. The program works closely with other providers in our community who work with families. | | | | | |
| **If you are not a home visitor, skip to item 32.** | | | | | |
| 31. As a home visitor, I receive ongoing supervision, support and training. | | | | | |
| 32. The program's goals, mission, and objectives shape my job responsibilities. | | | | | |
| 33. Staff reflect the racial, ethnic, and cultural heritage and values of the families being served. | | | | | |
| 34. Staff work together as a team. | | | | | |
| 35. Volunteers in the program have clear responsibilities and supervision. | | | | | |
| 36. The program shows concern for my personal welfare by: | | | | | |
| a. ensuring worker and family safety | | | | | |
| b. ensuring reasonable workloads | | | | | |
| c. encouraging mentoring and regular communication among staff members | | | | | |
| d. maximizing staff flexibility | | | | | |
| e. providing wages that are consistent with experience and responsibilities | | | | | |
| f. providing adequate benefits | | | | | |
| g. addressing job-related stress | | | | | |
| h. creating an environment in which staff are comfortable asking for help | | | | | |
| 37. I understand what is expected of me, based on: | | | | | |
| a. initial orientation | | | | | |
| b.written job description | | | | | |
| c. regular supervision | | | | | |
| d. regular performance reviews | | | | | |
| e. clear organizational chart of staff | | | | | |
| f. handbook of personnel policies | | | | | |
| 38. I grow professionally and assume new responsibilities in the program through: | | | | | |
| a. career ladders | | | | | |
| b. career support from my supervisor | | | | | |
| c. classes, conferences, and other training | | | | | |
| 39. I would like to improve my skills in the following areas: | | | | | |
| a. respect for others | | | | | |
| b. effective communication | | | | | |
| c. problem solving | | | | | |
| d. patience/persistence | | | | | |
| e. mentoring/coaching | | | | | |
| f. appreciation and affirmation of others' contributions and feelings | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| g. confidentiality | | | | | |
| h. conflict resolution | | | | | |
| i. empathy and warmth | | | | | |
| j. openness and flexibility | | | | | |
| k. willingness to share personal stories when appropriate | | | | | |
| l. optimism and a sense of what is realistic | | | | | |
| m. understanding multiple perspectives | | | | | |
| n. good judgment and boundary setting | | | | | |
| o. sharing power with families | | | | | |
| p. working across cultures | | | | | |
| 40. I set goals for my work and monitor my job performance with my supervisor. | | | | | |

| | Yes | No |
|---|---|---|
| 41. I have participated in ongoing training in: | | |
| a. working with the entire family, not just an individual | | |
| b. identifying and building family strengths and capacities | | |
| c. working with families as equal partners in service delivery decisions | | |
| d. understanding the culture and context of the families in the community | | |
| e. understanding each family's uniqueness | | |
| f. working collaboratively with others | | |
| g. documentation and record keeping | | |
| h. recognizing and combating bias and racism | | |
| 42. At least one staff member in the program has skills in: | | |
| a. facilitating parent-child activities and family events | | |
| b. early childhood education and childcare | | |
| c. home visiting | | |
| d. facilitating support groups | | |
| e. counseling | | |
| f. crisis management | | |
| g. leadership development | | |
| h. advocacy | | |
| 43. I am knowledgeable in: | | |
| a. child development and normal developmental stages of families | | |
| b. knowledge and skills parents need to promote healthy development of children | | |
| c. other services in the community and the experiences of families using these services | | |
| d. the customs of the families who participate in our program | | |
| e. adult development | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 44. The results of program assessments are shared with me. | | | | | |
| 45. Staff make a conscious effort to monitor our progress in cultural responsiveness. | | | | | |
| 46. The program monitors its ability to help families meet their goals, change their behaviors, and develop new skills and capacities. | | | | | |
| **We need to do a better job at (check all that apply):** | | | | | |
| 47. Acknowledging contributions and help given by families | | | | | |
| 48. Celebrating the progress that families make | | | | | |
| 49. Sharing customs and traditions with families | | | | | |
| 50. Helping parents learn to advocate and negotiate for themselves | | | | | |
| 51. Encouraging parents to actively contribute to the program | | | | | |
| 52. Working with individual families to meet their goals by identifying strategies and resources that come from them, their support networks, the program, and the larger community | | | | | |
| 53. Encouraging families to involve themselves and their friends in resolving crises | | | | | |
| 54. Encouraging participants to be active in neighborhood organizations | | | | | |
| 55. Identifying leadership opportunities for parents in the community and encouraging them to take these opportunities | | | | | |
| 56. Encouraging participants to plan activities outside the program for themselves | | | | | |
| 57. Linking participants with other community organizations | | | | | |
| 58. Fostering strong relationships among families who participate in group activities | | | | | |

Additional comments:

## Staff Questionnaire

### Key for Planning Team

This key is to be used only by the planning team in compiling data once the questionnaires are completed. Use the actual questionnaire for distribution to staff. For complete instructions, see "Information Gathering Tools: Instructions for Use."

Our program is assessing the services and programs that we provide for children and families in the community. As a member of the staff, your opinion is very important. As you are completing this questionnaire, please remember that your honesty and accuracy in responding will lead to a self-assessment that is accurate and can lead to real program improvement. Feel free to add any additional comments that you think will be useful to the assessment. Please be assured that your responses will be compiled with others and will be treated confidentially.

Thank you for helping to improve the program.

How long have you been a staff member? *(mark one)*
❑ 0–2 years ❑ 3–5 years ❑ 6–8 years ❑ 9 or more years

*If the program has fewer than 30 staff members, skip to next question.*

In general terms, what does your job entail? (mark one)
❑ I work directly with families.
❑ I help with program operations.
❑ I supervise staff who work with families.
❑ I work with other community organizations.
❑ Other (specify) _____

How often does the program have staff meetings? _____

Staff meetings are held *(mark one)*
❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many staff meetings have you attended within the past year? _____

How often do you meet with your supervisor? _____

My supervisor and I meet *(mark one)*
❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How often do you have the opportunity to participate in training or in-service activities?
_____

Training opportunities are offered *(mark one)*
❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many training opportunities have you participated in as a staff member? _____

**A. Governance**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Staff input shapes the program's goals, mission, and objectives. (A.1a) | | | | | |
| 2. The program's goals, missions, and objectives are clear to me. (A.1c) | | | | | |
| 3. I have input in program decisions through: (A.13b, I.13a-e) | | | | | |
| a. staff/team meetings (A.13b, I.13a) | | | | | |
| b. open-door policies (A.13b, I.13b) | | | | | |
| c. retreats (A.13b, I.13c) | | | | | |
| d. group problem solving (A.13b, I.13d) | | | | | |
| e. participating on board committees (A.13b, I.13e) | | | | | |

| | Yes | No |
|---|---|---|
| 4. Families: (A.14a-b, d-k) | | |
| a. chair committees (A.14a) | | |
| b. serve as trustees and board members (A.14b) | | |
| c. develop program activities (A.14d) | | |
| d. review grants (A.14e) | | |
| e. are advocates and presenters to legislators (A.14f) | | |
| f. evaluate programs or review program materials (A.14g) | | |
| g. reach out to new families (A.14h) | | |
| h. decide how funds are used in the program (A.14i) | | |
| i. represent the program in the community (A.14j) | | |
| j. participate in fundraising for the program (A.14k) | | |

**C. Programs and Activities**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 5. The program links families with services to help meet their basic needs. (C.18) | | | | | |
| 6. The program welcomes every family, regardless of their beliefs or lifestyles. (C.23) | | | | | |
| 7. Staff speak the language(s) of the families who participate in the program or provide translation services as needed by families. (C.22) | | | | | |
| 8. I help families get the help they need–even when it's not something we offer at our program. (C.7c) | | | | | |

| | Yes | No |
|---|---|---|
| 9. In the last two months, I have made contact with providers of services related to: (C.19a-l) | | |
| a. childcare/respite care (C.19a) | | |
| b. health care (C.19b) | | |

| | Yes | No |
|---|---|---|
| c. mental health/counseling (C.19c) | | |
| d. drug and alcohol treatment (C.19d) | | |
| e. housing (C.19e) | | |
| f. GED/continuing education/ESL (C.19f) | | |
| g. income supports and benefits (C.19g) | | |
| h. job training/employment (C.19h) | | |
| i. legal issues (C.19i) | | |
| j. domestic violence (C.19j) | | |
| k. child welfare (C.19k) | | |
| l. developmental disabilities (C.19l) | | |

**D. Parent Education and Child Development**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 10. Our parent education activities: (D.1a-d, D.2a-g) | | | | | |
| a. Convey important information about child development (D.1a) | | | | | |
| b. Help parents set appropriate expectations for their children (D.1b) | | | | | |
| c. Teach activities that parents can engage in with their children (D.1c) | | | | | |
| d. Help parents understand their own children (D.1d) | | | | | |
| e. Help parents examine their values and behavior (D.2a) | | | | | |
| f. Help parents reflect on how their childhood experiences impact their parenting (D.2b) | | | | | |
| g. Help parents set goals for their children and families (D.2c) | | | | | |
| h. Help parents recognize their strengths and abilities as parents (D.2d) | | | | | |
| i. Help parents feel more competent about their parenting skills (D.2e) | | | | | |
| j. Help parents explore their cultural traditions and expectations about parenting (D.2f) | | | | | |
| k. Provide opportunities for parents to try out new activities and parenting methods (D.2g) | | | | | |
| 11. Our activities for children aged birth to five help children develop: (D.a-d) | | | | | |
| a. self-esteem (D.5a) | | | | | |
| b. language skills (D.5b) | | | | | |
| c. social skills (D.5c) | | | | | |
| d. basic communication skills (D.5d) | | | | | |
| 12. Our activities for older children help children: (D.6a-e) | | | | | |
| a. develop a sense of personal responsibility (D.6a) | | | | | |
| b. set goals (D.6b) | | | | | |
| c. gain a sense of accomplishment and belonging (D.6c) | | | | | |
| d. think critically and solve problems (D.6d) | | | | | |
| e. communicate and negotiate (D.6e) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 13. All children's activities: (D.7a-g) | | | | | |
| a. are fun, interesting, and educational (D.7a) | | | | | |
| b. are age-appropriate (D.7b) | | | | | |
| c. encourage problem solving (D.7c) | | | | | |
| d. draw out cultural richness(D.7d) | | | | | |
| e. demonstrate children's intelligence (D.7e) | | | | | |
| f. encourage exploration (D.7f) | | | | | |
| g. encourage interaction between children and adults (D.7g) | | | | | |

**E. Working One-on-One With Families**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 14. Families can get help and support when they need it through regular drop-in times, scheduled appointments, and/or 24-hour emergency access. (E.2) | | | | | |
| 15. It is easy for families to access individualized services in a confidential manner. (E.3) | | | | | |
| 16. Staff who work with the same families meet regularly to share information, recognize growth and change in families, and coordinate their efforts. (E.9, I.12) | | | | | |
| 17. Staff work with individual families to help them identify goals, strengths, and concerns. (E.6) | | | | | |
| 18. I obtain parents' consent before sharing information with other programs. (E.11c) | | | | | |
| 19. I understand the role of mandated reporters in cases of child abuse and neglect. (E.13e) | | | | | |
| 20. I make sure that parents understand the role of mandated reporters in cases of child abuse and neglect. (E.13e) | | | | | |
| 21. Staff take steps, if necessary, to ensure the safety of all family members. (E.13) | | | | | |
| 22. I provide parents with copies of any reports and access to any material kept on file about their families. (E.11d) | | | | | |
| 23. Staff are trained at recognizing: (E.14a-h) | | | | | |
| a. substance abuse (E.14a) | | | | | |
| b. developmental delays (E.14b) | | | | | |
| c. child abuse (E.14c) | | | | | |
| d. domestic violence (E.14d) | | | | | |
| e. mental illness (E.14e) | | | | | |
| f. chronic health problems (E.14f) | | | | | |
| g. homelessness (E.14g) | | | | | |
| h. risk of imminent crisis (E.14h) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 24. I work with families who are in need of intensive services to make sure they get the help they need. (E.15b) | | | | | |
| 25. Staff continue to keep in contact with families who are referred to intensive services. (E.15c) | | | | | |
| 26. Families are encouraged to stay involved in program activities while taking part in intensive services. (E.15d) | | | | | |

**F. Relationships With the Community**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 27. Our staff and staff from other programs and agencies participate in training together. (F.6d) | | | | | |
| 28. The program has links with local cultural and ethnic organizations. (F.9) | | | | | |
| 29. I ensure that up-to-date resource and referral information is available to participating families. (F.4a-b) | | | | | |
| 30. The program works closely with other providers in our community who work with families. (F.6) | | | | | |

**H. Home Visiting**

**If you are not a home visitor, skip to item 32.**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 31. As a home visitor, I receive ongoing supervision, support and training. (H.17) | | | | | |

**I. Staff Roles and Capacities**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 3. I have input in program decisions through: (A.13b, I.13a-e) | | | | | |
| a. staff/team meetings (A.13b, I.13a) | | | | | |
| b. open-door policies (A.13b, I.13b) | | | | | |
| c. retreats (A.13b, I.13c) | | | | | |
| d. group problem solving (A.13b, I.13d) | | | | | |
| e. participating on board committees (A.13b, I.13e) | | | | | |
| 16. Staff who work with the same families meet regularly to share information, recognize growth and change in families, and coordinate their efforts. (E.9, I.12) | | | | | |
| 32. The program's goals, mission, and objectives shape my job responsibilities. (I.1) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 33. Staff reflect the racial, ethnic, and cultural heritage and values of the families being served. (I.2) | | | | | |
| 34. Staff work together as a team. (I.19) | | | | | |
| 35. Volunteers in the program have clear responsibilities and supervision. (I.22) | | | | | |
| 36. The program shows concern for my personal welfare by: (I.21a-h) | | | | | |
| a. ensuring worker and family safety (I.21a) | | | | | |
| b. ensuring reasonable workloads (I.21b) | | | | | |
| c. encouraging mentoring and regular communication among staff members (I.21c) | | | | | |
| d. maximizing staff flexibility (I.21d) | | | | | |
| e. providing wages that are consistent with experience and responsibilities (I.21e) | | | | | |
| f. providing adequate benefits (I.21f) | | | | | |
| g. addressing job-related stress (I.21g) | | | | | |
| h. creating an environment in which staff are comfortable asking for help (I.21h) | | | | | |
| 37. I understand what is expected of me, based on: (I.17a-f) | | | | | |
| a. initial orientation (I.17a) | | | | | |
| b. written job description (I.17b) | | | | | |
| c. regular supervision (I.17c) | | | | | |
| d. regular performance reviews (I.17d) | | | | | |
| e. clear organizational chart of staff (I.17e) | | | | | |
| f. handbook of personnel policies (I.17f) | | | | | |
| 38. I grow professionally and assume new responsibilities in the program through: (I.20a-d) | | | | | |
| a. career ladders (I.20a) | | | | | |
| b. career support from my supervisor (I.20b) | | | | | |
| c. classes, conferences, and other training (I.20c-d) | | | | | |
| 39. I would like to improve my skills in the following areas: (I.6a-p) | | | | | |
| a. respect for others (I.6a) | | | | | |
| b. effective communication (I.6b) | | | | | |
| c. problem solving (I.6c) | | | | | |
| d. patience/persistence (I.6d) | | | | | |
| e. mentoring/coaching (I.6e) | | | | | |
| f. appreciation and affirmation of others' contributions and feelings (I.6f) | | | | | |
| g. confidentiality (I.6g) | | | | | |
| h. conflict resolution (I.6h) | | | | | |
| i. empathy and warmth (I.6i) | | | | | |
| j. openness and flexibility (I.6j) | | | | | |
| k. willingness to share personal stories when appropriate (I.6k) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| l. optimism and a sense of what is realistic (I.6l) | | | | | |
| m. understanding multiple perspectives (I.6m) | | | | | |
| n. good judgment and boundary setting (I.6n) | | | | | |
| o. sharing power with families (I.6o) | | | | | |
| p. working across cultures (I.6p) | | | | | |
| 40. I set goals for my work and monitor my job performance with my supervisor. (I.14) | | | | | |

| | Yes | No |
|---|---|---|
| 41. I have participated in ongoing training in: (I.4a-h) | | |
| a. working with the entire family, not just an individual (I.4a) | | |
| b. identifying and building family strengths and capacities (I.4b) | | |
| c. working with families as equal partners in service delivery decisions (I.4c) | | |
| d. understanding the culture and context of the families in the community (I.4d) | | |
| e. understanding each family's uniqueness (I.4e) | | |
| f. working collaboratively with others (I.4f) | | |
| g. documentation and record keeping (I.4g) | | |
| h. recognizing and combating bias and racism (I.4h) | | |
| 42. At least one staff member in the program has skills in: (I.8a-h) | | |
| a. facilitating parent-child activities and family events (I.8a) | | |
| b. early childhood education and childcare (I.8b) | | |
| c. home visiting (I.8c) | | |
| d. facilitating support groups (I.8d) | | |
| e. counseling (I.8e) | | |
| f. crisis management (I.8f) | | |
| g. leadership development (I.8g) | | |
| h. advocacy (I.8h) | | |
| 43. I am knowledgeable in: (I.7a-e) | | |
| a. child development and normal developmental stages of families (I.7a) | | |
| b. knowledge and skills parents need to promote healthy development of children (I.7b) | | |
| c. other services in the community and the experiences of families using these services (I.7c) | | |
| d. the customs of the families who participate in our program (I.7d) | | |
| e. adult development (I.7e) | | |

**J. Monitoring and Evaluation**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 44. The results of program assessments are shared with me. (J.11a) | | | | | |
| 45. Staff make a conscious effort to monitor our progress in cultural responsiveness. (J.14) | | | | | |
| 46. The program monitors its ability to help families meet their goals, change their behaviors, and develop new skills and capacities. (J.12a-c) | | | | | |

We need to do a better job at *(check all that apply)*:

**C. Programs and Activities**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 47. Acknowledging contributions and help given by families (C.14) | | | | | |
| 48. Celebrating the progress that families make (C.14) | | | | | |
| 49. Sharing customs and traditions with families (C.10) | | | | | |
| 50. Helping parents learn to advocate and negotiate for themselves (C.11, C.12) | | | | | |
| 51. Encouraging parents to contribute to the program and community (C.5) | | | | | |

**E. Working One-on-One With Families**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 52. Working with individual families to meet their goals by identifying strategies and resources that come from them, their support networks, the program, and the larger community (E.6d, E.7 b) | | | | | |
| 53. Encouraging families to involve themselves and their friends in resolving crises (E.6d) | | | | | |

**F. Relationships With the Community**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 54. Encouraging participants to be active in neighborhood organizations (F.2c) | | | | | |
| 55. Identifying leadership opportunities for parents in the community and encouraging them to take these opportunities (F.2d) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 56. Encouraging participants to plan activities outside the program for themselves (F.1d) | | | | | |
| 57. Linking participants with other community organizations (F.2) | | | | | |
| 58. Fostering strong relationships among families who participate in group activities (F.1b) | | | | | |

Additional comments:

## Board Questionnaire

This program is assessing the services and programs that it provides for children and families in the community. As a board member, your opinion is very important. As you are completing this questionnaire, please remember that your honesty and accuracy in responding will lead to a self-assessment that is accurate and can lead to real program improvement. Feel free to add any additional comments that you think will be useful to the assessment.

Thank you for helping to improve the program.

How long have you been a board member? *(mark one)*

❑ 0–2 years ❑ 3–5 years ❑ 6–8 years ❑ 9 or more years

Whom do you represent on the board? *(mark one)*

❑ Parents
❑ Community organization
❑ Religious organization
❑ School
❑ Health organization
❑ Business sector
❑ Other (specify) _____

How often does the board meet? _____

Board meetings are held *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many board meetings have you attended within the past year? _____

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. The board participates in the development of the program's mission, goals, and objectives. | | | | | |
| 2. Board members give input on: | | | | | |
| a. the types of activities and services provided by the program | | | | | |
| b. how the program's resources are used | | | | | |
| c. how the quality, appropriateness, and effectiveness of the program are measured | | | | | |
| d. collaborative working agreements with other service providers and/or community organizations | | | | | |
| 3. Parents comprise at least 33% of the board. | | | | | |
| 4. Members of the board reflect the ethnic and racial composition of families in the community. | | | | | |
| 5. Board meetings are scheduled at times that are convenient for parent representatives. | | | | | |
| 6. All board members receive written reports of meetings in a timely fashion. | | | | | |
| 7. I understand how the board makes decisions. | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 8. Board decisions about programming are made with input and feedback from: | | | | | |
| a. participating families | | | | | |
| b. staff | | | | | |
| c. community members | | | | | |
| 9. The board actively recruits new members of the same racial and cultural backgrounds as the people served by the program. | | | | | |
| 10. The board regularly discusses how its decisions may affect the program's progress toward inclusiveness and cultural competence. | | | | | |
| 11. Parents are involved in leadership roles in the program: | | | | | |
| a. chairing committees | | | | | |
| b. serving as trustees and board members | | | | | |
| c. conducting publicity and outreach | | | | | |
| d. developing program activities | | | | | |
| e. reviewing grant proposals | | | | | |
| f. advocating and presenting before legislature | | | | | |
| g. evaluating the program/reviewing materials | | | | | |
| h. recruiting new families | | | | | |
| i. allocating resources | | | | | |
| j. representing the program in the community | | | | | |
| k. fundraising | | | | | |
| 12. The program advocates for local, state, and federal-level policy changes that will promote better services for families. | | | | | |
| 13. The program actively addresses the issues of the communities of color by: | | | | | |
| a. dialogue between different cultural and ethnic groups within the community | | | | | |
| b. fostering dialogue on issues of social justice | | | | | |
| c. speaking out against and working to correct injustice and inequity experienced by community members or existing in the community | | | | | |
| 14. The board monitors the collaborative working relationships that the program has with other providers in the community. | | | | | |
| 15. The program meets all local, state, and federal licensing, insurance, and safety standards. | | | | | |
| 16. The board annually reviews: | | | | | |
| a. consistency of expenditures with budgets, contracts, and fiscal policies | | | | | |
| b. compliance with regulatory and licensing requirements | | | | | |
| c. results of participant satisfaction surveys and other monitoring efforts | | | | | |
| d. program participation | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| e. performance of the executive director | | | | | |
| f. consistency of services offered with results of completed community assessment | | | | | |
| g. linkages and relationships with other providers | | | | | |
| 17. For each of the program's stated goals, the board has identified measurable outcomes that represent attainment of the goal. | | | | | |
| 18. The board monitors the program's progress in achieving these outcomes. | | | | | |
| 19. The board sets aside time and money for evaluation of the program. | | | | | |
| 20. The board monitors the program's progress in the area of cultural responsiveness and awareness. | | | | | |
| 21. The board uses information from evaluations to inform its program planning and ongoing quality assurance. | | | | | |
| 22. The board conducts periodic assessments of all of the program's components. | | | | | |
| 23. The results of the assessments are shared with: | | | | | |
| a. the board | | | | | |
| b. staff | | | | | |
| c. participants | | | | | |
| d. funders | | | | | |
| e. the broader community | | | | | |

Additional comments:

# Board Questionnaire

## Key for Planning Team

This key is to be used only by the planning team in compiling data once the questionnaires are completed. Use the actual questionnaire for distribution to board members. For complete instructions, see "Information Gathering Tools: Instructions for Use."

This program is assessing the services and programs that it provides for children and families in the community. As a board member, your opinion is very important. As you are completing this questionnaire, please remember that your honesty and accuracy in responding will lead to a self-assessment that is accurate and can lead to real program improvement. Feel free to add any additional comments that you think will be useful to the assessment.

Thank you for helping to improve the program.

How long have you been a board member? *(mark one)*

❑ 0–2 years ❑ 3–5 years ❑ 6–8 years ❑ 9 or more years

Whom do you represent on the board? *(mark one)*

❑ Parents ❑ Community organization
❑ Religious organization ❑ School
❑ Health organization ❑ Business sector
❑ Other (specify) _____

How often does the board meet? _____

Board meetings are held *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many board meetings have you attended within the past year? _____

### A. Governance

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. The board participates in the development of the program's mission, goals, and objectives. (A.1a) | | | | | |
| 2. Board members give input on: (A.2a-d) | | | | | |
| a. the types of activities and services provided by the program (A.2a) | | | | | |
| b. how the program's resources are used (A.2b) | | | | | |
| c. how the quality, appropriateness, and effectiveness of the program are measured (A.2c) | | | | | |
| d. collaborative working agreements with other service providers and/or community organizations (A.2d) | | | | | |
| 3. Parents comprise at least 33% of the board. (A.3) | | | | | |
| 4. Members of the board reflect the ethnic and racial composition of families in the community. (A.4) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 5. Board meetings are scheduled at times that are convenient for parent representatives. (A.8) | | | | | |
| 6. All board members receive written reports of meetings in a timely fashion. (A.9a) | | | | | |
| 7. I understand how the board makes decisions. (A.11) | | | | | |
| 8. Board decisions about programming are made with input and feedback from: (A.13a-c) | | | | | |
| a. participating families (A.13a) | | | | | |
| b. staff (A.13b) | | | | | |
| c. community members (A.13c) | | | | | |
| 9. The board actively recruits new members who are of the same racial and cultural backgrounds as the people served by the program. (A.6) | | | | | |
| 10. The board regularly discusses how its decisions may affect the program's progress toward inclusiveness and cultural competence. (A.15) | | | | | |
| 11. Parents are involved in leadership roles in the program: (A.14a-k) | | | | | |
| a. chairing committees (A.14a) | | | | | |
| b. serving as trustees and board members (A.14b) | | | | | |
| c. conducting publicity and outreach (A.14c) | | | | | |
| d. developing program activities (A.14d) | | | | | |
| e. reviewing grant proposals (A.14e) | | | | | |
| f. advocating and presenting before legislature (A.14f) | | | | | |
| g. evaluating the program/reviewing materials (A.14g) | | | | | |
| h. recruiting new families (A.14h) | | | | | |
| i. allocating resources (A.14i) | | | | | |
| j. representing the program in the community (A.14j) | | | | | |
| k. fundraising (A.14k) | | | | | |

**F. Relationships with the Community**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 12. The program advocates for local, state, and federal-level policy changes that will promote better services for families. (F.4d) | | | | | |
| 13. The program actively addresses the issues of the communities of color by: (F.8a-c) | | | | | |
| a. fostering dialogue between different cultural and ethnic groups within the community (F.8b) | | | | | |
| b. fostering dialogue on issues of social justice (F.8c) | | | | | |
| c. speaking out against and working to correct injustice and inequity experienced by community members or existing in the community (F.8a) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 14. The board monitors the collaborative working relationships that the program has with other providers in the community. (F.6e, J.3h , J.10) | | | | | |

**G. Center Environment**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 15. The program meets all local, state, and federal licensing, insurance, and safety standards. (G.13) | | | | | |

**J. Monitoring and Evaluation**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 14. The board monitors the collaborative working relationships that the program has with other providers in the community. (F.6e, J.3h , J.10) | | | | | |
| 16. The board annually reviews: (J.3a-d, f-h) | | | | | |
| a. consistency of expenditures with budgets, contracts, and fiscal policies (J.3a) | | | | | |
| b. compliance with regulatory and licensing requirements (J.3b) | | | | | |
| c. results of participant satisfaction surveys and other monitoring efforts (J.3c) | | | | | |
| d. program participation (J.3d) | | | | | |
| e. performance of the executive director (J.3f) | | | | | |
| f. consistency of services offered with results of completed community assessment (J.3g) | | | | | |
| g. linkages and relationships with other providers (J.3h) | | | | | |
| 17. For each of the program's stated goals, the board has identified measurable outcomes that represent attainment of the goal. (J.9) | | | | | |
| 18. The board monitors the program's progress in achieving these outcomes. (J.10) | | | | | |
| 19. The board sets aside time and money for evaluation of the program. (J.1) | | | | | |
| 20. The board monitors the program's progress in the area of cultural responsiveness and awareness. (J.14) | | | | | |
| 21. The board uses information from evaluations to inform its program planning and ongoing quality assurance. (J.15) | | | | | |
| 22. The board conducts periodic assessments of all of the program's components. (J.5) | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 23. The results of the assessments are shared with: (J.11a-e) | | | | | |
| a. the board (J.11c) | | | | | |
| b. staff (J.11a) | | | | | |
| c. participants (J.11b) | | | | | |
| d. funders (J.11d) | | | | | |
| e. the broader community (J.11e) | | | | | |

# Parent Focus Group Guide



**1. How did you become involved in the program?**

**Probes**
What brought you here?
How did you find out about the program?
Do feel welcome here?

**2. What parts of the program are most important to you and your family?**

**Probes**
Who in your family participates?
What are the one or two best things about the program?
What are the one or two things you would like to see changed?

**3. How has your involvement in the program affected you as a parent?**

**4. How has your involvement in the program affected your children?**

**5. What roles do parents play in running the program?**

**Probes**
How do parents contribute?
What leadership roles do parents take in the program?
What role do parents have in making decisions about program activities? Staffing? Planning? Budgets? Outreach?

**6. Describe your relationship with staff in the program.**

**Probes**
What staff qualities are most important for you? For your children?
What do staff do that is helpful to you?
What actions do staff take that are not helpful to you and your family?

**7. How has the way you make decisions changed since you have become involved in the program?**

**Probes**
Do staff allow you to make your own decisions?
Do staff respect the decisions that you make, even if they would have made different ones?

**8. What connections have you made with other families through the program?**

**9. How has your involvement in community activities changed since you began taking part in the program?**

**Probes**
Are you aware of more activities going on in your community?
Do you participate in the community more?
Are you active in other community functions or organizations?

## Staff Focus Group Guide

**1. How do you like working here?**

**Probes**
What is your workload like?
In what ways do staff work together?
Who do you go to if you have a problem at work?
How does the staff influence program decisions?

**2. How has this job helped you develop professionally?**

**Probes**
What skills are important in your position?
How is the program helping you to develop these skills?
What other skills do you need to develop?

**3. Describe your relationship with the families you work with.**

**Probes**
How do you interact with families?
What do you most enjoy about your relationship with families?
What do you find the most challenging in your relationship with families?

**4. In what ways are you interacting with the community?**

**Probes**
How do you connect with what is going on in the community?
Which resources in the community do you work with most often?
How do you—and how does the program—build links with these resources?
What are the current issues in this community?
How is the program addressing these issues?

# Program Observation Tool



Thank you for helping us conduct our self-assessment by being a program observer. This form and set of instructions will enable you to record your observations so that we can use them to assess and improve the program.

While you are observing, you need to record what you see. It may be helpful to practice before you begin your formal observation of the program. This will help you become more familiar with the program and determine what to look for as you observe. **Please also review the questions on the form prior to beginning your observations.**

It is important that you NOT interrupt the regular flow of events while observing. You should arrive before the program begins and sit in a place that allows good viewing but does not interfere with the normal activities. The staff person who is working should introduce you and explain the purpose of the observation. You should remain quiet and stay for at least an hour, if not for the entire program or activity. Upon leaving, you should thank the staff and participants for the opportunity to observe the program.

**While observing, you should focus on:**

- How participants interact with each other and with staff
- The roles participants assume in the program
- How decisions are made
- How ideas, contributions, or efforts are recognized or acknowledged
- What skills and knowledge are being exchanged
- The atmosphere or ambiance and the condition of the surroundings

## C. Programs and Activities

**Pay Attention To**

- Conversations with families
- What happens before and after program activities
- Informal discussions between parents and staff

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 2. Families have opportunities to build relationships and informal networks with other families in the program through:<br>a. social activities<br>b. interactive programming<br>c. peer mentoring | • Do program coordinators set aside time before or after the program for families to talk?<br>• Do staff encourage families to talk to other families with similar interests?<br>• In conversations and discussion with parents, do staff point out commonalties with other parents?<br>• Are there opportunities for parents to participate in activities with other parents? | |
| 3. Parents have opportunities for informal conversation about parenting and other issues:<br>a. with other parents<br>b. with staff | • Do staff members have an open-door policy?<br>• Do staff talk with parents before and after programs activities?<br>• Do parents come early or stay after programs to talk with other parents? | |

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 5. Families are encouraged to participate and contribute to the program and/or community by:<br>d. leading workshops/support groups<br>e. taking part in peer mentoring | • Are there opportunities for parents to mentor other parents, share skills, and give advice?<br>• Do parents lead support groups or discussions? | |
| 10. Family members have the opportunity to share and learn about ethnic, racial, and religious customs with other participants and staff. | • Do activities and discussion include diverse populations?<br>• Do parents have opportunities to discuss their cultures and backgrounds? | |

## D. Parent Education and Child Development

**Pay Attention To**

- Parent education curricula (review them before-hand)
- Group activities and sessions (sit in on them)
- Children's interactions with other children and their parents
- Formal and informal ways in which staff and families interact

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 1. The program provides opportunities for parents to learn about child development, including:<br>a. general principles<br>b. appropriate expectations of their children<br>c. activities to engage in with their children<br>d. being sensitive to their children's cues and signals | • Do staff offer explanations for children's behavior?<br>• Are parents given information on children's developmental progress?<br>• Are activities grounded in theory?<br>• Do staff model appropriate behaviors for parents?<br>• Can parents replicate group activities at home? | |
| 4. The program provides opportunities for children aged birth to five to develop:<br>a. self-esteem<br>b. language skills<br>c. social skills<br>d. basic communication skills | • Are children's opinions solicited?<br>• Do staff spend time listening to what children are saying?<br>• Do children's activities encourage interaction?<br>• Are children given opportunities to learn the basics (numbers, letters, etc.)?<br>• How are children taught to cope with making mistakes? | |

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 6. The program provides opportunities for older children to develop:<br>a. a sense of personal responsibility<br>b. goal-setting skills<br>c. a sense of accomplishment and belonging<br>d. critical thinking and problem-solving skills<br>e. communication and negotiation skills | • How do staff interact with youths during larger activities?<br>• What is the role of youths in program decision making?<br>• What celebrations and rewards are there for youths in the program? | |
| 13. Children's activities:<br>a. are fun, interesting, and educational<br>b. are age-appropriate<br>c. encourage problem solving<br>d. draw out cultural richness<br>e. make children's intelligence visible<br>f. are exploratory | • Do children seem to enjoy the activities they are working on?<br>• Are children involved in activities that encourage them to try new things?<br>• Are children encouraged to share stories and family traditions? | |
| 12. Staff:<br>a. are aware of their own belief systems and biases and do not impose them on parents<br>b. model active listening<br>c. are accepting and supportive of parents<br>d. make distinctions between parents' behavior and parents as people<br>e. interact with children in a warm and nurturing way<br>f. help children verbalize thoughts and feelings<br>g. clarify their expectations of parents and parents' expectations of them | • Do staff spend time listening to parents?<br>• Do staff make good eye contact?<br>• Do staff solicit children's opinions, recognize their efforts, and acknowledge their feelings?<br>• Do staff solicit parent's opinions, recognize their efforts, and acknowledge their feelings?<br>• Are staff open to being questioned by children and by parents? | |

## F. Relationships with the Community

**Pay Attention To**

- Group activities
- Dynamics within a group
- Community events
- Center environment

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 1b. The program fosters strong relationships among the participating families by using group activities such as classes and support groups as a way to promote cohesion and exchange of skills and knowledge among participants. | • Does the program offer group activities?<br>• Do staff encourage participants to take part in those activities?<br>• Who talks more in group activities, parents or staff? | |
| 2a. The program connects participants with other community organizations by providing information or presentations on activities, events, and services available in the community or guided participation in these. | • Does the program arrange for community leaders to speak to the participants?<br>• Is information on other community organizations or events available or displayed? | |

## G. Center Environment

**Pay Attention To**

- Common areas in the center
- Walls in hallways, offices, and meeting rooms
- Roles parents play while in the center

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 1. Staff are available to greet all families as they come in the door. | • How are people made to feel welcome?<br>• Who greets families when they first arrive?<br>• How much time do they spend with families?<br>• What information are families given at their first visit? | |

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 2. Parents leave the center with written information: services available, hours, fees, and the names and phone numbers of the people with whom they met. | • Are brochures with program information located near the entrance and exit?<br>• Do staff hand out brochures or program information to people who enter the center?<br>• Are visitors and those inquiring about the program attended to in a timely manner, and are all of their questions answered? | |
| 4. The program has flexible scheduling and operating hours to reflect the needs and employment and/or education schedules of families being served. | • What are the hours of operation?<br>• What is available for families outside of those hours? | |
| 6. Participants are provided with a range of opportunities for contributing to program services and activities, including:<br>b. greeting or orienting new participants<br>c. volunteering in children's programs and childcare | • Do parents help staff with programs that their children attend?<br>• Do parents do outreach?<br>• Do staff introduce newcomers to other parents in the program? | |
| 7. Transportation, quality childcare, respite care, or children's activities are provided to encourage parents' participation in programs. | • Does the program provide childcare when activities are in session?<br>• Are participants able to get rides to and from program activities? | |
| 9. The program and its environment are:<br>a. inviting and comfortable<br>b. properly child-proofed<br>c. clean and well maintained | • Is the center clean?<br>• Are there comfortable places for parents to sit?<br>• Is there artwork on the walls?<br>• Are there children's toys available?<br>• Can children reach unsafe objects such as scissors, staplers, etc.?<br>• Is there anything on the floor that a young child could pick up and swallow?<br>• Are chemicals and other dangerous materials well out of reach of children?<br>• Do doors close without slamming? | |

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| **10. The center includes:**<br>a. space for parents to gather informally<br>b. group meeting space<br>c. a place to prepare and eat meals<br>d. a private area for confidential discussions<br>e. a play/activity area for children<br>f. an area in which children and parents can participate in activities together<br>g. accommodations required by the ADA<br>h. adequate work space for staff<br>i. a secure filing space<br>j. a welcoming reception area<br>k. changing tables | (Note "yes" or "no" next to each item at left.) | |
| **12. The program is situated:**<br>a. near local transportation and/or has parking available<br>b. in a well-lit area<br>c. in a safe part of the community | • Where are the closest bus route, train station, and parking lot?<br>• Is there a lot of traffic?<br>• Do street lights work? | |
| **14. The program's decor, including photos and art on the walls, reflects the culture or cultures of the community it serves** | • Do the walls of the program contain art that reflects the diversity of the participants and community?<br>• Is the art done by parents or community members?<br>• Do the colors and fabrics used reflect the cultural traditions of participants? | |
| **15. The children's activity area is arranged in learning centers that:**<br>a. allow children to make choices<br>b. encourage cooperative social interaction<br>c. capitalize on children's individual interests<br>d. are appropriate for a wide range of developmental capabilities<br>e. are cleared and sanitized according to a regular schedule | • Is there a range of toys and activities?<br>• Are there activities for both slow and accelerated learners?<br>• Does it look clean?<br>• Is there material to match different interests and learning styles? | |

## I. Staff Roles and Capacity

**Pay Attention To**

- Staff interactions with families
- Staff interactions with other staff

| Item from Self-Assessment Booklet | What to Look For | Comments |
|---|---|---|
| 2. Staff reflect the racial, ethnic, and cultural heritage of families being served. | • Do staff look like members of the community?<br>• What proportion of staff speak the primary language of participants?<br>• What proportion of staff come from the same racial or ethnic background as participants? | |
| 6. Staff have strong interpersonal skills, including:<br>a. respect for others<br>b. effective communication<br>c. problem solving<br>d. patience/persistence<br>e. mentoring/coaching<br>f. appreciation/affirmation<br>g. maintaining confidentiality<br>h. conflict resolution<br>i. empathy and warmth<br>j. openness and flexibility<br>k. willingness to share personal stories when appropriate<br>l. optimism and a sense of what is realistic<br>m. ability to understand multiple perspectives<br>n. good judgment and boundaries<br>o. ability to share power with families<br>p. ability to work across cultures | • How do staff interact with families who attend program activities?<br>• Are staff attentive to families?<br>• Do staff acknowledge the opinions, contributions, and feelings of participants?<br>• Do staff inquire about the families of participants?<br>• Do staff encourage decision making by participants?<br>• Do staff share their own feelings or experiences when they are related to participant circumstances or concerns? | |

## Materials Review

### A. Governance



| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 1b. The program's goals, mission, and objectives are written in the language(s) spoken by community members. | • Mission statement<br>• Program goals<br>• Strategic plans | |
| 5. Parents' participation in the program's planning committee/governing boards is supported by:<br>e. information that is the same for parents and committee members<br>f. materials in the primary language of the parent participants | • Minutes and board notices<br>• Program brochures<br>• Board manuals | |
| 7. The planning committee/ governing board includes community resource providers, such as:<br>a. local schools<br>b. religious institutions<br>c. community groups/ organizations<br>d. community health care providers<br>e. local government<br>f. social services<br>g. voluntary service organizations (e.g., Junior League, Kiwanis, Elks)<br>h. community development groups<br>i. parks/recreation/libraries/ cultural institutions<br>j. local business/economic development initiatives | • Composition of board and advisory committees<br>• Board policy manuals | |

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 10. All written materials for or about meetings are written in language accessible to all board members. | • Minutes<br>• Board policy manuals | |
| 12. Information is readily available on:<br>a. board membership<br>b. tenure for board members<br>c. process for identifying and choosing board members<br>d. board responsibilities and commitment | • Committee membership<br>• By-laws<br>• Board policy manuals | |

## B. Outreach/Engaging Families

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 2. Outreach materials:<br>a. are easy to understand<br>b. have current information about programs<br>c. describe the goals and philosophy of the program<br>d. reflect the cultures of the families in the community<br>e. reflect the literacy levels of families in the community<br>f. reflect the family styles of families in the community<br>g. reflect the languages of families in the community<br>h. reflect the income levels of families in the community<br>i. reflect the other characteristics of families in the community<br>j. provide specific information on services and activities, and hours<br>k. provide information about fees and scholarships, stipends, sliding scales, and other fee reductions<br>l. list any eligibility requirements or service restrictions<br>m. provide information about transportation options and assistance | • Newsletter<br>• Program brochures<br>• Program admission process<br>• Advertisements<br>• Flyers | |

| Item from Self-Assessment Booklet | Where to Look | Comments | Comments |
|---|---|---|---|
| 3. Outreach materials have been developed for the agency/organization partners, and include information on:<br>a. the referral process<br>b. eligibility<br>c. whom to contact<br>d. fees<br>e. services provided | • Brochures<br>• Flyers<br>• Newsletters | | |
| 5b. At first contact families are provided with information on programs and services. | • Intake procedures | | |
| 10. Social and recreational activities are used to encourage participation. | • Flyers<br>• Program calendars | | |

## C. Programs and Activities

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 4. Programs and services offer a variety of ways to learn and build skills, such as:<br>a. workshops or classes<br>b. discussion/support groups<br>c. facilitated parent-child activities<br>d. home visits<br>e. individual/ short-term counseling<br>f. peer mentoring and other mentoring<br>g. educational materials<br>h. volunteer opportunities | • Descriptions of activities and programs<br>• Staff and volunteer job descriptions<br>• Curricula | |
| 9. Quality childcare, respite care, or children's activities are provided to encourage parents' participation in programs. | • Standards<br>• Program schedules | |

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 17. Staff do *not* record unessential and/or duplicative material. | • Registration materials<br>• Enrollment forms<br>• Activity forms<br>• Files | |
| 19. When it is needed, staff link or refer families to others who provide services related to:<br>a. childcare/respite care<br>b. health care<br>c. mental health counseling<br>d. drug and alcohol treatment<br>e. housing<br>f. GED/continuing education/ESL<br>g. income supports and benefits<br>h. job training/employment counseling and referral<br>i. legal issues<br>j. domestic violence<br>k. child welfare<br>l. developmental disabilities | • Resource and referral files<br>• Resource and referral policies, procedures, and forms<br>• Staff job descriptions | |

## D. Parent Education and Child Development

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 1b. The program provides opportunities for parents to learn about child development and appropriate expectation of their children. | • Program description<br>• Program goals and objectives<br>• Curricula and materials used in activities<br>• Resources that are distributed | |
| 10. Parent education and child development curricula:<br>a. convey useful information<br>b. reflect the culture and child-rearing practices of participants<br>c. encourage child- and parent-initiated learning<br>d. are motivating and engaging | • Parent education curricula and materials used in activities | |

## E. Working One-on-One with Families

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 12. Consent forms are:<br>a. easy to understand<br>b. in the primary language of the parents | • Consent forms<br>• Assessment tool<br>• Family service plans | |

## F. Relationships with the Community

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 4a. The program works to promote comprehensive and accessible service for families by ensuring that current resource and referral information is available to participating families. | • Resource and referral files<br>• Referral and service agreements<br>• Community assessments | |
| 6b. The program develops strong working relationships with other key providers of services and programs by developing common referral intake forms and information-sharing protocols. | • Referral and service agreements/records<br>• Intake forms | |

## G. Center Environment

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 4. The program has flexible scheduling and operating hours to reflect the needs and employment and/or education schedules of families being served. | • Brochures<br>• Hours of operation<br>• Staffing and programming schedules | |
| 5. Home visits are available for isolated families or families unable to come to the center. | • Flyers<br>• Brochures | |

## J. Monitoring and Evaluation

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 2. The program maintains clear and complete records to document:<br>a. participant characteristics<br>b. program participation<br>c. service delivery and utilization<br>d. staffing<br>e. referral and interagency record keeping<br>f. program costs | • Intake and assessment forms<br>• Program reporting forms and procedures<br>• Progress reports | |
| 3. The governing board, planning committee, or advisory council (which includes parent or family representatives) regularly reviews and monitors:<br>a. consistency of expenditures with budgets, contracts, and fiscal polices<br>b. compliance with regulatory and licensing requirements<br>c. results of participant satisfaction surveys and other monitoring efforts<br>d. data showing how much programs are utilized, and by whom<br>e. feedback from participants<br>f. staff performance reviews<br>g. consistency of service menu with results of completed community assessments<br>h. linkages and relationship with other service providers<br>i. required reports<br>j. progress toward goals | • Monthly and annual reports<br>• Program evaluations and reports<br>• Survey tools (e.g., participant satisfaction surveys)<br>• Financial reports and statements<br>• Staff evaluation forms and policies | |

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 4. An assessment of community needs and resources has been conducted and is updated annually to inform the planning process | • Community assessments<br>• Monthly and annual reports | |
| 7. The program regularly ask families for feedback through:<br>a. surveys and interviews<br>b. focus groups<br>c. suggestion boxes | • Participant satisfaction surveys and reports | |
| 8. Staff contact families who have left the program to identify potential gaps, weaknesses, and strengths in the program. | • Participant satisfaction surveys<br>• Records of follow-up interviews and process for conducting them | |
| 9. Program goals and objectives are linked to measurable indicators of success. | • Program goals and objectives | |
| 10. A process is in place for collecting information of progress toward program outcomes. | • Program evaluations<br>• Record-keeping forms and procedures | |
| 12. The program monitors its ability to help families:<br>a. meet goals<br>b. change behaviors<br>c. develop new skills and capacities | • Program evaluations and reports<br>• Community assessments<br>• Participant satisfaction surveys | |

| Item from Self-Assessment Booklet | Where to Look | Comments |
|---|---|---|
| 13. The program monitors its ability to make community systems more family-friendly through:<br>a. collaborative links with community organizations (indicate number)<br>b. referrals (indicate number)<br>c. interagency planning meetings (indicate number)<br>d. joint funding (indicate dollar amount) | • Resource and referral service agreements<br>• Reports on community work | |

# Appendices

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# Appendix 1. Principles of Family Support Practice*

1. Staff and families work together in relationships based on equality and respect.
2. Staff enhance families' capacity to support the growth and development of all family members—adults, youth, and children.
3. Families are resources to their own members, to other families, to programs, and to communities.
4. Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.
5. Programs are embedded in their communities and contribute to the community-building process.
6. Programs advocate with families for services and systems that are fair, responsive, and accountable to the families served.
7. Practitioners work with families to mobilize formal and informal resources to support family development.
8. Programs are flexible and continually responsive to emerging family and community issues.
9. Principles of family support are modeled in all program activities, including planning, governance, and administration.

* From Family Resource Coalition of America (1996) *Guidelines for Family Support Practice.*

# Appendix 2. Principles of Family Support: Cross-Reference with Items in *How Are We Doing?*

*How Are We Doing?* is based on the principles of family support practice as published in *Guidelines for Family Support Practice* by FRCA in 1996. This appendix illustrates how each of the items in the *How Are We Doing?* self-assessment booklets is linked with the principles of family support practice.

Table 1 demonstrates the number of times each principle is represented in each self-assessment booklet.

Each of tables 2 through 11 represents one self-assessment booklet, and shows which principles of family support are embodied by each item in the booklet.

Table 1. Number of times each principle of family support practice is represented in each self-assessment booklet.

| Self-Assessment Booklet | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| A. Governance | 6 | 1 | 2 | 6 | 6 | 2 | 0 | 1 | 7 |
| B. Outreach | 1 | 0 | 1 | 1 | 5 | 0 | 3 | 4 | 1 |
| C. Programs and Activities | 2 | 7 | 6 | 4 | 2 | 7 | 7 | 4 | 0 |
| D. Parent Education/Child Development | 4 | 12 | 3 | 5 | 0 | 0 | 0 | 0 | 1 |
| E. Working One-on-One with Families | 7 | 2 | 2 | 1 | 0 | 1 | 10 | 5 | 0 |
| F. Relationships with the Community | 0 | 0 | 2 | 4 | 5 | 3 | 3 | 3 | 0 |
| G. Center Environment | 4 | 3 | 2 | 2 | 1 | 0 | 2 | 4 | 1 |
| H. Home Visiting | 8 | 3 | 3 | 4 | 1 | 2 | 6 | 2 | 1 |
| I. Staff Roles and Capacities | 4 | 3 | 2 | 8 | 2 | 0 | 1 | 1 | 11 |
| J. Monitoring and Evaluation | 4 | 1 | 2 | 1 | 3 | 1 | 0 | 5 | 2 |
| Totals | 40 | 32 | 25 | 36 | 25 | 16 | 32 | 29 | 24 |

Table 2. Self-Assessment Booklet A. Governance
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | • | | | • | • | • | | | • |
| 2 | | | | | • | | | | • |
| 3 | • | | • | | | | | | |
| 4 | | | | • | • | | | | |
| 5 | • | • | | • | | | | | |
| 6 | | | | • | • | | | | |
| 7 | | | | | • | | | | |
| 8 | • | | | | | | | | |
| 9 | | | | | | | | | • |
| 10 | | | | • | | | | | |
| 11 | | | | | | | | | • |
| 12 | | | | | | | | | • |
| 13 | • | | | | • | | | • | • |
| 14 | • | | • | | | • | | | |
| 15 | | | | • | | | | | |
| 16 | | | | | | | | | • |
| | | | | | | | | | |
| Totals | 6 | 1 | 2 | 6 | 6 | 2 | 0 | 1 | 7 |

Table 3. Self-Assessment Booklet B. Outreach/Engaging Families
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | | | | | • | | | | |
| 2 | | | | • | • | | • | • | • |
| 3 | | | | | • | | | | |
| 4 | | | | | • | | | • | |
| 5 | • | | | | | | | | |
| 6 | | | | | | | | • | |
| 7 | | | • | | | | • | | |
| 8 | | | | | | | | • | |
| 9 | | | | | | | | | |
| 10 | | | | | • | | • | | |
| | | | | | | | | | |
| Totals | 1 | 0 | 1 | 1 | 5 | 0 | 3 | 4 | 1 |

Table 4. Self-Assessment Booklet C. Programs and Activities
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | | | • | | | | | | |
| 2 | • | | • | | | | • | | |
| 3 | | • | • | | | | • | | |
| 4 | | • | • | | | | | | |
| 5 | | | • | | • | • | | | |
| 6 | | • | | • | • | | • | | |
| 7 | | | | | | | | • | |
| 8 | | • | | | | | | | |
| 9 | | | | | | | | • | |
| 10 | | | | • | | | | | |
| 11 | | • | | | | • | | | |
| 12 | | | | | | • | | | |
| 13 | | | | | | | | • | |
| 14 | | • | • | | | | | | |
| 15 | | • | | | | • | • | • | |
| 16 | | | | | | | | | |
| 17 | • | | | | | | | | |
| 18 | | | | | | | • | | |
| 19 | | | | | | | • | | |
| 20 | | | | | | • | • | | |
| 21 | | | | • | | | | | |
| 22 | | | | • | | • | | | |
| 23 | | | | | | • | | | |
| Totals | 2 | 7 | 6 | 4 | 2 | 7 | 7 | 4 | 0 |

Table 5. Self-Assessment Booklet D. Parent Education and Child Development
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | | * | | | | | | | |
| 2 | * | * | | | | | | | |
| 3 | | * | * | | | | | | |
| 4 | | * | | | | | | | |
| 5 | | * | | | | | | | |
| 6 | | * | | | | | | | |
| 7 | | * | | | | | | | |
| 8 | | * | | | | | | | |
| 9 | | * | * | * | | | | | |
| 10 | * | * | | * | | | | | |
| 11 | * | | * | * | | | | | * |
| 12 | * | * | | * | | | | | |
| 13 | | * | | * | | | | | |
| Totals | 4 | 12 | 3 | 5 | 0 | 0 | 0 | 0 | 1 |

Table 6. Self-Assessment Booklet E. Working One-on-One With Families
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | * | | | | | | * | | |
| 2 | | | | | | | * | * | |
| 3 | * | | | | | | * | | |
| 4 | | | | | | | * | | |
| 5 | * | | | | | | | | |
| 6 | * | * | * | | | | * | | |
| 7 | * | * | | | | | * | | |
| 8 | | | | | | | | * | |
| 9 | | | | | | | * | * | |
| 10 | | | * | | | | * | | |
| 11 | * | | | | | | | | |
| 12 | * | | | * | | | | | |
| 13 | | | | | | | * | * | |
| 14 | | | | | | * | | * | |
| 15 | | | | | | | * | | |
| Totals | 7 | 2 | 2 | 1 | 0 | 1 | 10 | 5 | 0 |

Table 7. Self-Assessment Booklet F. Relationships With the Community
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | | | • | | | | • | | |
| 2 | | | | | • | | • | | |
| 3 | | | • | | • | | | | |
| 4 | | | | • | | • | • | • | |
| 5 | | | | | • | | | | |
| 6 | | | | | • | • | | | |
| 7 | | | | • | | | | • | |
| 8 | | | | • | | • | | | |
| 9 | | | | • | • | | | | |
| 10 | | | | | | | | • | |
| Totals | 0 | 0 | 2 | 4 | 5 | 3 | 3 | 3 | 0 |

Table 8. Self-Assessment Booklet G. Center Environment
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | • | | | | | | | | |
| 2 | • | | | | | | | | |
| 3 | | | | | | | • | | |
| 4 | | | | | | | | • | |
| 5 | | | | | | | | • | |
| 6 | | | • | | | | | | |
| 7 | | | | | | | | • | |
| 8 | • | | | | • | | | | |
| 9 | • | • | | | | | | | |
| 10 | | • | | | | | • | | • |
| 11 | | | | | | | | | |
| 12 | | | | | | | | • | |
| 13 | | | • | • | | | | | |
| 14 | | | | • | | | | | |
| 15 | | | | | | | | | |
| Totals | 4 | 3 | 2 | 2 | 1 | 0 | 2 | 4 | 1 |

Table 9. Self-Assessment Booklet H. Home Visiting
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | | | | | | | | • | |
| 2 | • | | | | | | | | |
| 3 | • | | | | | | | | |
| 4 | • | | | | | | | | |
| 5 | • | | | | | | | | |
| 6 | • | | | • | | | | | |
| 7 | | | | • | | | | | |
| 8 | | • | | | | | | | |
| 9 | | | | | | | | • | |
| 10 | • | | | | | | • | | |
| 11 | | • | • | • | | • | • | | |
| 12 | | | • | | | | • | | |
| 13 | | • | | • | • | | • | | |
| 14 | • | | | | | • | • | | |
| 15 | | | | | | | • | | |
| 16 | • | | • | | | | | | |
| 17 | | | | | | | | | • |
| Totals | 8 | 3 | 3 | 4 | 1 | 2 | 6 | 2 | 1 |

Table 10. Self-Assessment Booklet I. Staff Roles and Capacities
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | | | | | | | | | • |
| 2 | | | | • | | | | | |
| 3 | | | | • | | | | | |
| 4 | • | • | • | • | | | | | |
| 5 | | | | | | | | | • |
| 6 | • | | | • | | | | | |
| 7 | | • | | • | • | | | | |
| 8 | | • | • | | | | • | | |
| 9 | • | | | | | | | | |
| 10 | • | | | | | | | • | |
| 11 | | | | • | | | | | |
| 12 | | | | | | | | | • |
| 13 | | | | | | | | | • |
| 14 | | | | | | | | | • |
| 15 | | | | • | • | | | | |
| 16 | | | | • | | | | | |
| 17 | | | | | | | | | • |
| 18 | | | | | | | | | • |
| 19 | | | | | | | | | • |
| 20 | | | | | | | | | • |
| 21 | | | | | | | | | • |
| 22 | | | | | | | | | • |
| Totals | 4 | 3 | 2 | 8 | 2 | 0 | 1 | 1 | 11 |

Table 11. Self-Assessment Booklet J. Monitoring and Evaluation
Correlation of each item in booklet with the principles of family support practice

| Item Number | Principle of Family Support Practice | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | • | | | | • | | | • | |
| 4 | | | | | | | | • | |
| 5 | | | | | | | | • | |
| 6 | • | | • | | | | | | |
| 7 | • | | • | | | | | | |
| 8 | | | | | | | | • | • |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | • | | | | • | | | | • |
| 12 | | • | | | | | | | |
| 13 | | | | | • | • | | | |
| 14 | | | | • | | | | | |
| 15 | | | | | | | | • | |
| Totals | 4 | 1 | 2 | 1 | 3 | 1 | 0 | 5 | 2 |

# Appendix 3. Additional Program Self-Assessment Tools



## CHILD WELFARE LEAGUE OF AMERICA

### Mission and Purpose

Child Welfare League of America (CWLA) is an association of nearly 1,000 public and private nonprofit agencies that assist more than two million children and families each year by providing a wide range of services that are related to:

- Child protection
- Family foster care and kinship care
- Adoption
- Family preservation and support
- Child day care
- Independent living
- Residential group care
- Teen pregnancy and teen pregnancy prevention

Other concerns of member agencies include cultural competence, housing and homelessness, pediatric AIDS and HIV, and the effects of alcohol and drug abuse on children and families. CWLA employs national experts in each of these areas to advance child welfare practice, consult with and train child welfare professionals, and help agencies provide the high-quality services that families and communities deserve.

### Self-Assessment Tool

The Cultural Competence Self-Assessment Instrument is a CWLA management tool that helps organizations which provide services to children, youths, and their families to identify, improve, and enhance cultural competence in staff relations and client service delivery. With a practical, easy-to-use approach, it addresses the major issues of delivering culturally competent service. Users of the tool are able to determine whether or not existing agency policies, practices, and programs achieve and promote cultural competence in the areas of governance, program development, administration, management, and service delivery.

### Contacts

Child Welfare League of America
440 First Street, NW, Suite 310
Washington, D.C. 20001-2085
202/638-2952
202/638-4004 fax

To purchase the Cultural Competence Self-Assessment Instrument or any other CWLA publication, contact:

CWLA c/o PMDS
9050 Junction Drive
P.O. Box 2019
Annapolis Junction, MO 20719-7825
800/407-6273 or 301/617-7825
301/206-9789 (fax)
cwla@pmds.com

## EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

### Mission and Purpose

The Early Childhood Education and Assistance Program (ECEAP) is a statewide early care and education program that originally was funded by the Washington state legislature "to assist eligible children with educational, social, health, nutritional, and cultural development to enhance their opportunity for success in school" (RCW 28A.215.120). The program's target population is four-year-old children whose family incomes are at or below the federal poverty level. ECEAP is in operation at 292 program sites statewide and is administered by 55 local contractors—school districts, educational service districts, local governments, nonprofit organizations, childcare providers, community colleges, and tribal organizations.

ECEAP is a "whole-child," comprehensive, family-focused program that is comprised of four components:

- **Education**: ECEAP provides a developmentally appropriate learning environment that fosters intellectual, social, physical, and emotional growth through a variety of locally developed programs that are provided in a variety of ways, from center-based to home-based.
- **Health and Nutrition**: ECEAP provides health, dental, mental health and nutrition screenings to all enrolled children. Staff utilize community resources to screen and correct problems that interfere with successful early learning.
- **Parent Involvement**: Children involved in ECEAP are more motivated to succeed when their parents are directly involved in their education. Parents have numerous ways to participate and are involved in the planning, implementation, and evaluation of the local programs.
- **Family Support**: Staff are committed to assisting parents in identifying, locating, and accessing services in the community that will strengthen and support their families. All families are offered opportunities to develop skills that enhance parenting and employability.

### Self-Assessment Tool

In 1997, ECEAP directors and state government staff chose to revise their state standards to better reflect the recently revised Head Start Standards, the new national Maternal/ Child Health standards, and the principles of family support practice. These revised standards are called the ECEAP Quality Program Standards. They are accompanied by Suggested Indicators, which apply to both mature and new programs and models. In 1999, the state will begin using these standards and indicators to review programs. In the meantime, the standards will be used for practice and demonstration, and the state will revise the ECEAP Self-Assessment Tool that programs used previously to prepare for review. Copies of current drafts and final materials are available.

### Contacts

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or
Maryanne Deuyour, Program Coordinator
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## HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)

### Mission and Purpose

HIPPY builds on the basic bond between parents and children by helping parents teach their three-, four-, and five-year-olds at home so that they will be ready to learn when they enter kindergarten. HIPPY parents learn how to prepare their children for success in school and beyond through the use of HIPPY's structured curriculum and role-playing with paraprofessionals. By combining education and play, parents encourage their children to recognize shapes and colors, tell stories, follow directions, solve logical problems, and acquire other school readiness skills. At the same time, the program seeks to empower local communities by providing jobs to parents as paraprofessionals and increasing the self-esteem of participants.

### Self-Assessment Tool

HIPPY's Self-Assessment and Validation Instrument (SAVI) is designed to assist local HIPPY programs with the process of taking an in-depth look at HIPPY program operations as well as provide HIPPY USA (HUSA) with a mechanism for maintaining the integrity of the HIPPY model. The ultimate aim of this process is to achieve quality assurance of local HIPPY programs, which is generally linked to positive outcomes for children and families participating in the program.

All HIPPY programs in their second year and beyond must complete the HIPPY SAVI, just prior to the annual site visit from a HUSA representative (national trainer or staffer). For HIPPY programs with multiple sites and coordinators, the SAVI must be completed for each site. SAVI is in its beginning stages, brand new for use in 1996. It is expected to be implemented nationwide.

### Contacts

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## KENTUCKY FAMILY RESOURCE AND YOUTH SERVICES CENTERS (KY FRYSC)

### Mission and Purpose

Kentucky Family Resource and Youth Services Centers seek to improve academic achievement through the removal of non-cognitive barriers to learning. This is achieved through efforts designed to promote the flow of resources and support to families in ways that strengthen the functioning and enhance the growth and development of the individual members and the family unit.

### Self-Assessment Tool

Innovation Component Configuration Map for FRYSCs is currently in the developmental stages. Developed by the Kentucky Institute for Education Research, this tool aims at implementation, not evaluation, of FRYSCs. Component Configuration Map identifies key components of FRYSCs and describes variations in practice one would expect to find across Kentucky. While it is designed as a research tool, Component Configuration Map can be used for planning and self-assessment of local patterns of implementation.

### Contacts

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(502) 227-8976 fax

## MINNESOTA EARLY CHILDHOOD FAMILY EDUCATION PROGRAM

### Mission and Purpose

Early Childhood Family Education (ECFE) strives to strengthen families and support all parents in providing the best possible environment for the healthy growth and development of their children. ECFE is a voluntary program open to all expectant parents and families with children from birth to kindergarten. The program is predicated on the belief that all parents can benefit from support and information, especially during the early years of parenting. The goals of ECFE are to:

- Support children's optimal physical, intellectual, social, and emotional development during the important early years of life
- Encourage parent involvement in children's learning, development, and education; help parents develop informed, realistic attitudes and expectations about raising children
- Promote effective communication between parents and children
- Encourage healthy relationships between parents and children; help parents develop and strengthen support networks which enhance effective parenting; encourage development and effective use of community resources for families
- Help prevent child abuse, family violence, and other negative family outcomes

### Self-Assessment Tool

Quality Indicators assists local ECFE program staff in program planning and self-evaluation for the purpose of program improvement. Indicators reflect observable characteristics of successful programs and indicate compliance with current Minnesota statutes and Board of Education program rules. They are based on the guiding principles, mission, and goals of ECFE. This instrument was first developed in 1977 and was most recently revised in 1984. Quality Indicators is used in every program in Minnesota.

### Contacts

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Early Childhood and Family Initiative Specialist
Minnesota Department of Education
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St. Paul, MN 55101
(612) 296-6150
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## MINNESOTA TECHNICAL ASSISTANCE FOR FAMILY SUPPORT (MN*TAFS)

### Mission and Purpose

Minnesota Technical Assistance for Family Support seeks to strengthen and broaden local family support efforts. MN*TAFS offers statewide training and technical assistance to local teams of parents and professionals as they define, meet, and evaluate their family support needs.

### Self-Assessment Tool

The MN*TAFS Family Support Self Study Guide is currently being used as a resource for teams addressing the needs of families raising a young child (birth–6) with special needs. It is proving to be a valuable resource for interagency teams of parents and professionals throughout Minnesota as they utilize funds to address the family support needs of this population. This tool is specifically designed to assist Family Support Subcommittees of local Interagency Early Intervention Committees (IEICs) in their efforts to develop a system of family support for families who have young children with disabilities. The Self Study Guide breaks down the abstract ideas associated with family support into practical and tangible elements and approaches.

### Contacts

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Minnesota Technical Assistance for Family Support
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(612) 632-2818 fax

## OFFICE OF MENTAL RETARDATION & DEVELOPMENTAL DISABILITIES (NYS OMRDD) STATE OF NEW YORK

### Mission and Purpose

Office of Mental Retardation and Developmental Disabilities (OMRDD) strives to provide quality services to individuals with developmental disabilities and their families. OMRDD's budget assures that family support services are maintained to help more than 49,000 people with developmental disabilities to remain with their families. With an allocation of more than $46 million, hundreds of private agencies are able to help preserve and enhance the families' ability to provide in-home care. These services help delay premature, expensive, or inappropriate out-of-home placements.

### Self-Assessment Tool

NYS OMRDD, its providers, and local consumer councils use a number of methods to gauge program effectiveness, involvement of families and connections to community resources. Family Support Services Program Evaluation Checklist identifies specific elements needed to make informed decisions regarding existing family support services programs. These key elements are intended to provide sufficient information to determine the continuation, enhancement or termination of a program.

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## PARENTS AS TEACHERS

### Mission and Purpose

Parents as Teachers is an early childhood family education and support program designed to empower all parents to give their children the best possible start in life by providing information and support to families with children, birth to entry into kindergarten. Parents as Teachers acknowledges the positive skills and practices parents already possess and enhances them with current child development research information. "Nurturing the nurturer" is the underlying concept of Parents as Teachers, as parents are children's first and most influential teachers. Accordingly, Parents as Teachers seeks to develop, promote, and evaluate programs and policies which provide family support and education through the earliest years of children's lives.

### Self-Assessment Tool

Parents as Teachers' Program Self-Appraisal is completed by programs as a first step in an on-site consultation process. The program completes the Program Self-Appraisal before the on-site visit. The consultant reviews the tool with the Program Coordinator, identifying program strengths, sharing lessons from the field, and suggesting areas for growth. In use since 1992, Program Self-Appraisal has been distributed to programs nationwide. Selected state and regional leaders have been trained in conducting on-site consultation.

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## RAINBOW RESEARCH, INC.

### Mission and Purpose

Rainbow Research, Inc. seeks to help socially concerned organizations become more effective in their efforts to build healthier, stronger, and more vital communities. The goals of Rainbow Research, Inc., are to:

- Discover what works, good practices, and lessons learned in a variety of community-building arenas and get these findings into the hands of those who can put them to good use, resulting in more widespread use of these practices
- Build the capacity of socially concerned organizations, by helping them improve upon their own and others' experiences with community-building efforts, resulting in improved capacity for communities and their organizations
- Engage whole networks, associations, and systems in exploring and integrating principles of effectiveness, resulting in more sustainable and more influential networks

### Self-Assessment Tool

Rainbow Research, Inc., developed the Inclusiveness Assessment Tool to help the United Way of Minneapolis Area and its member agencies make progress in becoming more racially and ethnically inclusive and more competent in dealing with diverse cultures. The tool is based on the concepts described below.

Inclusive organizations and the people who work in them have the capacity to function adequately with sensitivity and understanding in different cultural settings. Their staffs and volunteers understand how racism is operating personally and within organizations, and how racism affects people of color and others. They know how to deal with structural barriers, including immigration, language, and other exclusionary or discriminatory laws, policies, and practices that affect their efforts to work with others. They are engaged in behaviors that undo racism. The five practice areas that ultimately affect an agency's level of inclusiveness are:

- Governance
- Program
- Human resources
- Community partnerships
- Business and administration

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## WEST VIRGINIA GOVERNOR'S CABINET ON CHILDREN AND FAMILIES FAMILY RESOURCE NETWORKS (FRNs)

### Mission and Purpose

The Governor's Cabinet on Children and Families was created to develop interagency solutions to the challenges that face West Virginia's children and families. The Cabinet seeks to enhance the ability of families to protect, nurture, educate and support the development of their children so that each child's full potential is realized. In 1991, the Cabinet awarded demonstration grants to create Family Resource Networks (FRNs). FRNs are county or multi-county coalitions that plan and implement local service improvements for children and families. Some common initiatives that FRNs undertake include:

- Developing a single intake process so families only have to tell their story once; piloting innovative approaches to preventing child abuse and neglect

- Participating in the implementation of welfare reform at the local level; organizing family resource centers which bring together services for children and their families in one, convenient location

### Self-Assessment Tool

Doing Our Best for Families offers quality indicators designed to help FRNs be as effective as possible in improving the lives of children and families. These indicators are based upon eight guiding principles that constitute effective FRNs:

- Responsible governance
- Efficient and responsible management
- Broad-based participation
- Planning that is responsive to community needs
- Facilitated sharing of responsibilities and resources
- Social policies that affect children and families
- Communication of vision, mission, values and activities
- Ongoing evaluation of performance and outcomes

Though the indicators are not an exhaustive list, they can offer ideas about how FRNs can improve their performance and outcomes. The Cabinet expects to pilot this tool in the spring of 1997.

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## YMCA OF THE USA

### Mission and Purpose

More than just a place to take swimming lessons or play ball, YMCAs constitute the largest not-for-profit community service organization in the United States. Working to meet the health and social service needs of 14.5 million people, the YMCA helps men, women and children develop values and behavior that are consistent with Christian principles. Through various programs such as day camps for children, teen clubs, environmental programs, child care, job training, substance abuse prevention, and youth sports, Ys meet local community needs, strengthen families, and nurture the healthy development of children and teens. Individuals of all faiths, races, abilities, ages, and incomes are welcome at all Ys.

### Self-Assessment Tool

YMCA Child Care Quality Check is designed to assist participating Ys in meeting national guidelines set by a task force of YMCA staff who have worked on various YMCA child care manuals. These guidelines are adapted from criteria developed by the National Academy of Early Childhood Programs of the National Association for Education of Young Children. It is recommended that this self-assessment process be undertaken at least once every three years and more frequently with substantial changes in the facility or staff turnover.

Suggested Practices for Family-Friendly YMCAs is a second self-assessment tool that helps to define and measure those qualities that are important to ensuring a family-friendly YMCA. As with Quality Check, regular assessments are encouraged to ensure that the suggested practices are continually enforced.

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# Appendix 4. Developmentally Appropriate Practice



This appendix describes what is meant by the term "developmentally appropriate practice," which is used throughout *How Are We Doing?* Two definitions are offered, applying to children birth to age eight and to young adolescents.

## Children Ages Birth Through Eight Years*

Developmentally appropriate practice in early childhood programs serving children ages birth through eight years and their families is guided by the following concepts.

1. Domains of children's development—physical, social, emotional, and cognitive—are closely related. Development in one domain influences and is influenced by development in other domains.

Children's language skills affect their ability to establish social relationships with adults and other children, just as their skill in social interaction can support or impede their language development. Because developmental domains are interrelated, practitioners should be aware of and use these interrelationships to organize children's learning experiences in ways that help children develop optimally in all areas that make meaningful connections across domains.

2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already captured.

Predictable changes occur in all domains of development—physical, emotional, social, language, and cognitive—although the ways that these changes are manifested and the meaning attached to them may vary in different cultural contexts. Knowledge of typical development of children within the age span served by the program provides a general framework to guide how practitioners prepare the learning environment and plan realistic curriculum goals and objectives and appropriate experiences.

3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.

Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, temperament, learning style, and experiential and family background. All children have their own strengths, needs, and interests; for some children, special learning and developmental needs or abilities are identified. Given the enormous variation among children of the same chronological age, a child's age must be recognized as only a crude index of developmental maturity.

4. Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.

Children's early experiences, either positive or negative, are cumulative in the sense that if an experience occurs occasionally, it may have minimal effects. Early experiences can also have delayed effects, either positive or negative, on subsequent development. At certain points in the life span, some kinds of learning and development occur most efficiently. Children who have many opportunities and adult support to practice large-motor skills (running, jumping, hopping, skipping) during this period have the cumulative benefit of being better able to

*Adapted with permission from: *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, position statement. (1996) Washington, D.C.: National Association for the Education of Young Children.

acquire more sophisticated, complex motor skills (balancing on a beam or riding a two-wheel bike) in subsequent years. On the other hand, children whose early motor experiences are severely limited may struggle to acquire physical competence and may also experience delayed effects when attempting to participate in sports or personal fitness activities later in life.

5. Development proceeds in predictable directions toward greater complexity, organization, and internalization.

Children learn to navigate their homes and other familiar settings long before they can understand the words left and right or read a map of the house. Developmentally appropriate programs provide opportunities for children to broaden and deepen their behavioral knowledge through representing children's experiences in a variety of media, such as drawing, painting, construction of models, dramatic play, and verbal and written descriptions.

6. Development and learning occur in and are influenced by multiple social and cultural contexts.

A child in a loving, supportive family within a strong, healthy community is affected by the biases of the larger society, such as racism or sexism, and may show the effects of negative stereotyping and discrimination. Family support programs should learn about the culture of the majority of the children they serve, if that culture differs from their own. However, recognizing that development and learning are influenced by social and cultural contexts does not require practitioners to understand all the nuances of every cultural group they may encounter in their practice; this would be an impossible task. Rather, this fundamental recognition sensitizes practitioners to the need to acknowledge how their cultural experiences shape their perspective and to realize that multiple perspectives, in addition to their own, must be considered in decisions about children's development and learning.

7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.

Children contribute to their own development and learning as they strive to make meaning out of their daily experiences in the home, early childhood program, and community. From birth, children are actively engaged in constructing their own understandings from their experiences, and these understandings are mediated by and clearly linked to the sociocultural context. Children need to form their own hypotheses and keep trying them out through social interaction, physical manipulation, and their own thought processes—observing what happens, reflecting on their findings, asking questions, and formulating answers.

8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.

The simplest way to express this principle is that human beings are products of both heredity and environment and these forces are interrelated. For example, a child's genetic makeup may predict healthy growth, but inadequate nutrition in the early years of life may keep this potential from being fulfilled. Likewise, a child's inherited temperament—whether a predisposition to be wary or outgoing—shapes and is shaped by how other children and adults communicate with that child.

9. Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development.

Play gives children opportunities to understand the world, interact with others in social ways, express and control emotions, and develop their symbolic capabilities. Children's play gives adults insights into children's development and opportunities to support the development of new strategies. Children express and represent their ideas, thoughts, and feelings when engaged in symbolic play. During play, a child can learn to deal with emotions, to interact with others, to resolve conflicts, and to gain a sense of competence—all in the safety that only play affords.

10. Development advances then children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.

Confronted by repeated failure, most children will simply stop trying. So most of the time, practitioners should give young children tasks that with effort they can accomplish and present them with content that is accessible at their level of understanding. In a task just beyond the child's independent reach, the adult and more-competent peers contribute significantly to development by providing the supportive "scaffolding" that allows the child to take the next step.

11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.

For some time, learning theorists and developmental psychologists have recognized that human beings come to understand the world in many ways and that individuals tend to have preferred or stronger modes of learning. Studies of differences in learning modalities have contrasted visual, auditory, and tactile learners. In addition to those traditionally emphasized in schools, linguistic and logical-mathematical individuals are more or less proficient in at least these other areas: musical, spatial, bodily-kinesthetic, intrapersonal, and interpersonal. The principle of diverse modalities implies that practitioners should provide not only opportunities for individual children to use their preferred modes of learning to capitalize on their strengths but also opportunities to help children develop in the modes or intelligences in which they may not be as strong.

12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

Children's physical health and safety too often are threatened today, so programs for young children must not only provide adequate health, safety, and nutrition, but may also need to ensure more comprehensive services, such as physical, dental, and mental health and social services. In addition, children's development in all areas is influenced by their ability to establish and maintain a limited number of positive, consistent primary relationships with adults and other children. These relationships begin in the family but extend over time to include children's teachers and members of the community; therefore, practices that are developmentally appropriate address children's physical, social, and emotional needs as well as their intellectual development.

## Young Adolescents*

Developmentally appropriate practice in programs serving young adolescents and their families is guided by the following concepts.

1. Physical Activity

Young adolescents' spurts of boundless energy are as well known as their periods of dreamy lethargy. They need time to stretch and exercise rapidly growing bodies; they also need time to relax. Parents of young adolescents need to remember the diversity in strength, dexterity, and size of youth in this age group. Intensely competitive physical activity often places an unnecessary burden on late bloomers who cannot compete successfully. Early bloomers who are pressured to conform to sexual stereotypes that reward athletic prowess rather than intellectual or social development also can be harmed by stressful sports competition.

2. Competence and Achievement

Because young adolescents experience extraordinary self-consciousness about their own new selves and the attitudes of others toward them, it is easy to understand their overwhelming desire to do something well and to receive admiration for achievement. Opportunities should reward them if all goes well and should not be devastating if all does not go well. Young adolescents need to know that what they do is valued by their parents and others whom they respect.

3. Self-Definition

Rapidly changing bodies and minds require time to absorb new ways of thinking, new mirrored reflections, and new reactions from others. To accommodate the new selves that they are becoming, young adolescents need chances to consider what it means to be a man or a woman and to belong to a race or ethnic group. They need privacy. They need time to find a friend and share a secret, or to have a good talk with their parents or other adults. They need opportunities to explore their widening world and to reflect upon the meaning of new experiences, so they can begin to consider themselves not just observers, but participants in society.

4. Creative Expression

Opportunities to express their new feelings, interests, abilities, and thoughts help young adolescents to understand and accept the new people they are becoming. Performing and being exposed to drama, literature, and musical works of others help them to see that people before them have felt the emotions and have had the ideas that are new and confusing to them. In addition to the arts, young adolescents can find opportunities for creative expression in some sports and activities like tending a garden or painting a mural.

*Adapted with permission from: Dorman, G. (1985). *3:00 to 6:00 pm: Planning for Young Adolescents*. Minneapolis, Minn.: Search Institute.

5. Positive Social Interactions with Peers and Adults

Young adolescents' parents and other family members remain of primary importance in setting values and giving affection. Their peers offer needed support, companionship, and criticism. In addition, adults other than parents have an effect on the lives of young adolescents, who are eager to understand the possibilities of adulthood. Young adolescents need relationships with adults who are willing to share their own experiences, views, values, and feelings with young people. These adults also can encourage young adolescents to develop positive relationships with peers.

6. Structure and Clear Limits

Young adolescents live in a society of rules, and they want to know and understand their own limits within the system. Clear expectations are crucial for young people, who may be unsure and self-critical. Their search for security in a world of conflicting demands is helped by defining explicit boundaries in areas in which they may seek freedom to explore legitimately. Young adolescents differ from younger children, though, in that they are increasingly capable of participating with adults in framing their own rules and limits.

7. Meaningful Participation

Youths need to participate in the activities that shape their lives. Successful events are planned with, not for, young adolescents. As they develop a mature appearance and more sophisticated social and intellectual skills, they want opportunities to use their new talents. And by learning that their actions can affect the world around them, they can gain a sense of responsibility. Parents can help young adolescents see themselves as citizens by providing them opportunities to make meaningful contributions to their communities. Parents need to modify these opportunities to the short attention spans that are characteristic of early adolescence and to select varied tasks that enlist diverse interests and abilities.

# Appendix 5. Self-Assessment Items Related to Cultural Competence

*All family support programs affirm participants' cultural, ethnic, racial and linguistic identity; promote cross-cultural understanding and respect for differences; and help families navigate the dominant U.S. society and culture even as they work to make society more supportive of all families.*

—FRCA, *Guidelines for Family Support Practice*, 1996, pp. 95

Because cultural competence is an integral part of all program components and all aspects of day-to-day practice, *How Are We Doing?* includes ways to assess cultural competence in all self-assessment booklets, rather than offering a single booklet on that area. Much of the feedback from reviewers and the pilot sites involved in testing the kit validated this approach.

Yet programs may want to specifically examine how they and their communities affirm and respond to cultural diversity. This appendix is designed to serve as a tool in such an examination. Items from all self-assessment booklets that relate directly to cultural competence are compiled below, and are numbered according to how they appear in the booklets.

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1.b. The program's goals, mission, and objectives are written in the language(s) spoken by community members. | | | |
| 4. The membership of the governing body reflects the types of families in the community. | | | |
| 5.f. Parents' participation in the program's planning committee/governing body is supported by materials in the primary language of parent participants. | | | |
| 6. There is a clear strategy for recruiting board members who are of racial and cultural backgrounds of the people in the community. | | | |
| 10. All written materials for or about meetings are written in language accessible to all board members. | | | |
| 15. The board regularly discusses how its policy decisions may affect the agency's progress toward inclusiveness and cultural competence.* | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| B. Outreach/Engaging Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 2. Outreach materials: | | | |
| d. reflect the cultures of families in the community | | | |
| e. reflect the literacy levels of families in the community | | | |
| f. reflect the family styles of families in the community | | | |
| g. reflect the languages of families in the community | | | |
| h. reflect the income levels of families in the community | | | |
| i. reflect other characteristics of families in the community | | | |
| **C. Program and Activities** | | | |
| 10. Family members have the opportunity to share and learn about ethnic, racial, and religious customs with other participants and staff. | | | |
| 22. The program makes translation services available through bilingual staff, volunteers, college students, or other community resources. | | | |
| 23. The program promotes respect for individual and family beliefs, preferences, and lifestyles. | | | |
| **D. Parent Education and Child Development** | | | |
| 2.g. The program helps parents explore cultural traditions and expectations about parenting. | | | |
| 9.f. The program provides opportunities for children and parents together that allow parents and children discuss experiences involving discrimination. | | | |
| 10.b. Parent education and child development curricula reflect the culture and child-rearing practices of participants. | | | |
| 13.d. Children's activities draw out cultural richness. | | | |
| **E. Working One-on-One with Families** | | | |
| 12.b. Consent forms are in the primary language of parents. | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| F. Relationships with Community | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 3.i. The program and its participants engage in community building activities such as cultural celebrations. | | | |
| 4.f. The program works to promote comprehensive and accessible services for families by working with other service providers to increase understanding of and ability to relate to families of different cultural backgrounds. | | | |
| 7.b. The program adapts to cultural/ethnic changes in the community. | | | |
| 8. The program actively addresses the issues of communities of color by: | | | |
| a. speaking out against and working to correct injustice and inequity that is experienced by community members or exists in the community. | | | |
| b. fostering dialogue between different cultural and ethnic groups within the community. | | | |
| c. fostering dialogue about issues of social justice. | | | |
| 9. The program has linkages with culturally specific organizations and professional organizations. | | | |
| **G. Center Environment** | | | |
| 14. The program's décor, including photos and art on the walls, reflects the culture or cultures of the community it serves | | | |
| **H. Home Visiting** | | | |
| 11.i. Home visitors and families address a wide range of family concerns, including issues of racism or discrimination. | | | |
| **I. Staff Roles and Capacities** | | | |
| 2. Staff reflect the racial, ethnic and cultural heritage of families being served. | | | |
| 3. Experience, competence, and sensitivity in working with people of different races and cultures is included in hiring criteria for all positions.* | | | |
| 4.h. All staff are provided initial and ongoing training in family-supportive practice, including recognizing and combating bias and racism. | | | |
| 6.p. Staff have strong interpersonal skills, including ability to work across cultures. | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7.d. Staff are knowledgeable about customs of the family members with whom they work. | | | |
| 11. Staff promote cultural awareness and understanding by: | | | |
| a. discussing racial, ethnic, and religious issues with each other. | | | |
| b. discussing racial, ethnic, and religious issues with families. | | | |
| c. addressing issues of racial bias when they occur. | | | |
| 15. The program strives to hire staff from within the community served. | | | |
| 16. The program strives to create a diverse staff. | | | |
| **J. Monitoring and Evaluation** | | | |
| 14. The program periodically reviews progress in the area of cultural responsiveness and awareness. | | | |

*Adapted from *Inclusiveness Assessment Tool*, Minneapolis, Minn.: Rainbow Research, Inc.
(See appendix: Additional Self-Assessment Tools.)

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

# Appendix 6: Using *How Are We Doing?* in a Network of Programs



*How Are We Doing?* is a tool for programs to use in order to come together as a network and learn from each other. As a group, programs can use it to stimulate dialogue on their common challenges and to spark joint problem solving and creative solutions. *How Are We Doing?* may be used in several different ways, depending on the resources available to the network, how often the programs in the network interact, and what the programs want to get from the network. Networks may use *How Are We Doing?* to:

**Create a Common Agenda**
Programs can conduct their own self-assessments and then aggregate the results to represent the priorities they share. This aggregated information can be used to set the agenda for network meetings and to identify resources and training that network members need.

**Develop a Framework for Information Sharing**
The network can use the self-assessment categories and subcategories in *How are We Doing?* as a way to start discussions and share information about programming challenges, strategies, and successes. While the self-assessment describes a vision of what programs should be doing, programs have many different ways of realizing that vision.

**Build Mentoring Relationships Within the Network**
After conducting the self-assessment, programs in the network can compare their needs and strengths. Programs that have successfully implemented programming in a given area can mentor others for which that area is a high priority.

## Steps for Networks of Programs

1. **Prepare the Network**
   In one or more preliminary discussions, programs in the network should be introduced to *How Are We Doing?* and discuss together how they can use the tool together. These sessions should include:
   - An introduction to the principles and premises of family support on which *How Are We Doing?* is based (see Appendix 1)
   - An introduction to the content of *How Are We Doing?*, including an overview of the categories of self-assessment that are represented by the different self-assessment booklets
   - A description of how programs can use the results of the self-assessment in planning, if they are interested in doing so

2. **Conducting the Self-Assessment**
   Programs should follow the instructions for using *How Are We Doing?* found in this book and at the beginning of each self-assessment booklet. The network can determine which booklets to use and the order in which they will be covered. Some programs in the network may only be able to conduct a portion of the assessment because of other time commitments. At minimum, each person in the network should share *How Are We Doing?* with the staff of his or her program in one intensive meeting to identify:
   - Areas of strength or competence
   - Areas in which some improvement is needed
   - Areas of high priority in which improvement is needed

   Programs should summarize these discussions using Worksheets 6 and 7 in Step Four.

**3. Share Information**

Based on the completed worksheets, programs in the network can work together to identify topics of agendas for shared meetings or training sessions. These topics can be based on common priorities or can provide opportunities for programs to share information on their own particular strengths. The network can organize the content of its meetings along the lines of the categories used in *How Are We Doing?* At their meetings, programs can share information about strategies and challenges that fall within the category to be discussed.

**4. Create a "Success Book"**

Programs can write about the strategies they used to address areas of high priority that they identified using *How Are We Doing?* They can do the same for areas in which they noted success during the self-assessment process. The network can gather these writings into a book of successful strategies; the book can serve as a guide for other programs and staff and can help the programs in the network celebrate success.

# Appendix 7: Using *How Are We Doing?* in a Technical Assistance and Monitoring Body



Those who provide technical assistance to or monitor local programs can use *How Are We Doing?* as a standardized way of assessing programs and identifying their developmental needs. The assessment can be part of an annual process by which technical assistance and monitoring bodies work with local programs to identify areas of strength, areas in which improvement is needed, and specific needs for technical assistance and support. Technical assistance and monitoring bodies may use *How Are We Doing?* in:

**Monitoring Program Progress**
The assessment can be used annually to monitor the overall family-supportiveness of the program, and the Worksheets 6 and 7 in Step Four can be used to monitor a program's progress in addressing specific priority areas.

**Providing Training and Technical Assistance**
The 10 categories indicated by the various self-assessment booklets in *How Are We Doing?* can provide the subjects for training and technical assistance sessions, and sub-categories can be used as a starting point for discussions of family support practice.

**Training Technical Assistance Staff**
*How Are We Doing?* can be used as a training tool to ensure that technical assistance staff have a clear understanding of the challenges facing family support programs and the practices that indicate family-supportive programming.

**Identifying Needs for Materials and Training**
By aggregating the results of *How Are We Doing?* from different programs or by using it with a network of programs, identification of common priorities can be used to create technical assistance materials or training modules.

# Appendix 8. Reviewers of *How are We Doing?*



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FAST Project, Wisconsin Center for Education Research
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**Carolyn Micklem**
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**Gary Nelson**
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North Carolina

**Helen Nissani**
Community Solutions for Children
Washington

**Veronica V. Pugin**
Children's Bureau of Southern California
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**Sharon Rhodes**
Parents as Teachers National Center, Inc.
Missouri

**Rena Rice**
Partners for Success Programs
New York

**Wanda Roundtree**
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**Barbara Taylor**
YMCA of the USA
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Children's Bureau of Southern California
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**Bernice Weissbourd**
Family Focus, Inc.
Illinois

**Claudia Zundel**
Department of Human Services, Family Center Unit
Colorado

# Appendix 9. Some Uses of *How Are We Doing?* During Field-Testing



### Self-Assessment Booklet B. Outreach/Engaging Families

The self-assessment helped us determine that our outreach materials needed strengthening, the program needed one intake system for agency, and the program needed to do more to reach the hard to serve. Because of this self-assessment, we made changes to our flyers and brochures and instituted meetings of family advocate across all of our programs.
*—Charmane Wong, Graham-Windham Harlem Institute*

Another program using this self-assessment booklet realized that program flyers were too wordy and crowded with information, didn't indicate that the program was free, and were only printed in English. The program revised the flyers and had them translated.

### Self-Assessment Booklet C. Programs and Activities

The self-assessment helped us identify program strengths and the need to prioritize. Awareness building increased among departments and ways to share information were identified and implemented. Areas identified as high in importance and low in implementation are topics for staff meetings.
*—Laurel Kloomok, Parents Place, a program of Jewish Family and Children's* Services

By doing the self-assessment, we found that:
- Participants need to have more involvement in planning activities
- Parents need specific training on advocacy
- Child development information needs to be accessible to all parents.

We have decided to develop an advisory group of parents and staff, offer them training on their roles and responsibilities, and work on addressing the needs of the program. We will also have our Early Childhood Instructor offer a monthly workshop on child development for parents and parent-child activity for all students enrolled in our programs.
*—Daisy Colon, Aquinas Housing Family Life Center*

### Self-Assessment Booklet D. Parent Education and Child Development

After using the self-assessment tool, our program has placed an even stronger emphasis on involving and helping parents, both as individuals with their own needs and as potent influences on their children's development and future home or school success. Children have improved in their overall classroom behavior. Our parents' attitudes towards child rearing, understanding their children's development and learning processes, and confidence as a child's first teacher has changed positively.
*—Charlena Davis, Urban Strategies Family Support Program*

### Self-Assessment Booklet F. Relationships with Community

The self-assessment helped our staff realize that our program would benefit from a more active role in the community by participating in community events and offering an open house or a resource fair for the community residents. The self-assessment identified staff hopes for the program and its value to them and the community. This has brought about a desire to work toward changing the way that Viva's program components work together.
*—Rafael Valadez, Viva Family Life Center, Children's Home and Aid Society of Illinois*

## Self-Assessment Booklet I. Staff Roles and Capacities

At first, staff were pessimistic and resistant, but as more questions were raised, more insights were revealed and discussions were created. The self-assessment helped determine what staff jobs are, what the whole picture is, and how each job impacts another person.
*—Juno Duenas, Support with Families of Children with Disabilities*

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# Appendix 11. User Evaluation of *How Are We Doing?*



**1. Which self-assessment booklets did you use?** *(circle all that apply)*

A. Governance
B. Outreach/Engaging Families
C. Programs and Activities
D. Parent Education and Child Development
E. Working One-on-One with Families
F. Relationships with Community
G. Center Environment
H. Home Visiting
I. Staff Roles and Capacities
J. Monitoring and Evaluation

**2. How difficult was it to use *How Are We Doing?*, compared to other similar tools?**

| Very Difficult | | | | Very Easy |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**3. How useful was *How Are We Doing?* in helping your program identify strengths?**

| Very Useful | | | | Not Useful |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**4. How useful was *How Are We Doing?* in helping your program identify areas for improvement?**

| Very Useful | | | | Not Useful |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**5. What impact did conducting the self-assessment have on your program?**

| Significant | | | | None |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**6. Describe any changes you have made as a result of using *How Are We Doing?*:**

**7. Additional comments and suggestions for improvement:**

**Please mail or fax completed form to:**
Family Resource Coalition of America
20 N. Wacker Drive, Suite 1100
Chicago, IL 60606
312/338-1522 (fax)

## Instructions for Using the *How Are We Doing?* Disk

v. 1

### Purpose of Disk

The enclosed disk contains a file generated using Microsoft ® Excel that is designed to help you analyze the information you have collected as part of your program self-assessment. The disk will help you make sense of the many completed self-assessment booklets and questionnaires collected during the self-assessment process. You can use the diskette to:

- Analyze multiple completed copies of each self-assessment booklet
- Analyze multiple responses to the parent, staff, and board questionnaires
- Convert the responses to parent, staff, and board questionnaires into data that you can use to complete the self-assessment booklets

The file on the diskette will help you keep track of and make use of the information that you have collected, but it is not a database program. You will not enter responses to each individual questionnaire or copy of a self-assessment booklet, but rather, you will use the keys to the questionnaires and a clean copy of each of the self-assessment booklets (found in the *How Are We Doing?* book) to tally responses before using the disk to analyze and combine the data.

### Disk Contents

When you open the disk you will see two files: README.TXT, which is a text file that contains these instructions, and HAWD DISKS.XLS, which is the Microsoft ® Excel file that you will use to analyze your information.

### General Instructions

From the diskette, copy the file HAWD DISKS.XLS onto your hard drive.

Open HAWD DISKS.XLS using Microsoft ® Excel 97 or Microsoft ® Excel 5.0/95.

You will see several tabs at the bottom of the screen. Each tab corresponds to one of the 13 worksheets in the file—one for each self-assessment booklet and one for each of the parent, staff, and board member questionnaires, all included in this kit. You will see the first several tabs immediately, and can see the others by scrolling, using the arrows at the lower left-hand corner of the screen.

To get to a particular worksheet, click on the tab that shows that worksheet's title. For example, to get to the parent questionnaire—click on the right arrow several times until you see the tab that says "Parent Questionnaire." Click once on this tab and you will be in the parent questionnaire worksheet. You can use the arrows on your keyboard or your mouse to move around within any worksheet.

As you move down the worksheet, the first five rows (which contain the column headings) will always stay on top. Similarly, the item numbers will always be visible to the left as you move across. These cells are frozen to help you keep your place as you enter data. If you need to unfreeze them, go to WINDOW on your toolbar and select UNFREEZE. If you want to restore the freeze so that you can always see the column headings and item numbers, select cell 6B (row 6, column B) with your mouse, and go to WINDOW on your toolbar, and select FREEZE PANES.

**A. Analyzing Multiple Completed Copies of a Self-Assessment Booklet**

If multiple individuals have completed copies of one self-assessment booklet, you can use the disk to combine these responses using the following instructions.

*Example of completed portion of worksheet:*

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| How Are We Doing? A Governance | | | | | | | | | | | | | | |
| | Degree of Importance | | | | | | | Degree of Implementation | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | | | 0 | 1 | 2 | 3 | 4 | | |
| Item# | not relevant | low importance | moderate importance | high importance | essential | Average | | not relevant | not at all | sometimes | most of the time | always | Average | |
| 1 | 5 | 2 | 4 | 12 | 2 | 2.7 | high imp | 5 | 1 | 5 | 12 | 2 | 2.8 | most of the time |
| 1a | 3 | 2 | 11 | 11 | 2 | 2.5 | high imp | 4 | 1 | 1 | 5 | 14 | 3.5 | always |
| 1b | 1 | 12 | 10 | 2 | 2 | 1.8 | mod. imp | 4 | 1 | 10 | 10 | 0 | 2.4 | sometimes |
| 1c | 7 | 14 | 4 | 2 | 0 | 1.4 | low imp | 3 | 1 | 10 | 10 | 1 | 2.5 | most of the time |

1. On a clean copy of the self-assessment booklet, tally the different types of responses to each item.

- Count the number of each type of response to a given question, and place that number in the box for that response.
- In the example above, for item 1, under Degree of Importance, the team received 5 *Not Relevant* responses, 2 *Low Importance* responses, 4 *Moderate Importance* responses, 12 *High Importance* responses, and 2 *Essential* responses.

2. Open the worksheet in HAWD DISKS.XLS that corresponds to the self-assessment booklet that you want to work on. (See **General Instructions**, above.)

3. Copy the total responses you tallied in step one into the worksheet:

- Column A in the worksheet is labeled ITEM #. Under this heading, each row starts with an item number from your self-assessment booklet.

- For each item number, go down the row and enter the number of responses you received in each response category shown (i.e., if 11 people marked *High Importance* to item *1.a*, place the number 11 in cell 6E—row 6, column E).
- As indicated by the column headings, in columns B through F, you will record responses regarding the *Degree of Importance*, and in columns I through M, you will record responses regarding the *Degree of Implementation*.

4. See columns G–H and N–O to obtain the average response to each item.

- Columns G and H show an average of responses to each item's *Degree of Importance*.
- Columns N and O show an average of responses to each item's *Degree of Implementation*.
- Responses of *Not Relevant* are not included in these calculations.

5. Use a combination of verbal values, numeric values, and response frequency to analyze the results.

- Columns H and O use words to present an average. These verbal values are not precise and may even be inaccurate, because they cannot express an average that is half-way between one category (such as *Moderate Importance*) and another (such as *High Importance*).
- Columns G and N assign numerical values to the averages and are more accurate, although averages cannot show relevant patterns of response, such as a group of responses that are evenly split between *Low Importance* and *Essential*.
- Frequency, the number of responses of each type received, may need to be used in combination with average responses when analyzing the data.

**Example**
For item 1C in the sample worksheet above, *Degree of Implementation* responses are evenly split between *Sometimes* and *Most of the Time*. The numerical average, 2.5, lies exactly in the middle of the numerical values for *Sometimes* and *Most of the Time*. However, a frequency of 5 responses in each of the four response categories would have created the same verbal and numerical value, even though there was a complete lack of agreement among respondents. In this case, averages must be combined with frequency in order to understand how people responded.

6. Print a report.

- Place legal-size paper in your printer.
- On your toolbar select FILE, and PRINT. When the PRINT dialogue box appears, leave your defaults at PRINT WHAT: SELECTED SHEET and PAGE RANGE: ALL. Click on OKAY.

## B. Analyzing Completed Questionnaires

If you disseminated questionnaires to parents, staff, or board members, you can use the disk to combine these responses using the following instructions.

*Example of completed portion of worksheet:*

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| **How Are We Doing?** | | | | | | | |
| **Board Questionnaire** | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | | |
| Item # | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree | Average | |
| A. Governance | | | | | | | |
| 1 | 4 | 5 | 5 | 5 | 5 | 2.5 | Agree |
| 2a | 2 | 1 | 10 | 10 | 1 | 2.5 | Agree |
| 2b | 3 | 12 | 5 | 3 | 1 | 1.7 | Disagree |
| 2c | 5 | 13 | 4 | 1 | 1 | 1.5 | Strongly Disagree |
| 2d | 1 | 1 | 1 | 5 | 16 | 3.6 | Strongly Agree |

1. On a copy of the key to the questionnaire you are working on (found following the questionnaire in the *How Are We Doing?* book), tally the different types of responses to each item.

- Count the number of each type of response to a given question, and place that number in the box for that response.
- In the example above, taken from the questionnaire for board members, for item 1, the team received 4 *Doesn't Apply* responses, 5 *Strongly Disagree* responses, 5 *Disagree* responses, 5 *Agree* responses, and 5 *Strongly Agree* responses.

2. Open the worksheet in HAWD DISKS.XLS that corresponds to the questionnaire that you want to work on. (See **General Instructions**, above.)

3. Copy the total responses you tallied in step one into the worksheet:

- Column A in the worksheet is labeled ITEM #. Under this heading, each row starts with an item number from your questionnaire.
- For each item number, go down the row and enter the number of responses you received in each response category shown.

4. See columns G–H to obtain the average response to each item.
(Responses of *Doesn't Apply* are not included in these calculations.)

5. Use a combination of verbal values, numeric values, and response frequency to analyze the results.

- Column H uses words to present an average. These verbal values are not precise and may even be inaccurate, because they cannot express an average that is half-way between one category (such as *Disagree*) and another (such as *Agree*).
- Columns G assigns numerical values to the averages and is more accurate, although averages cannot show relevant patterns of response, such as a group of responses that are evenly split between *Strongly Disagree* and *Strongly Agree*.
- Frequency, the number of responses of each type received, may need to be used in combination with average responses when analyzing the data.

**Example**
For item 2a on the sample worksheet above, responses are evenly split between *Disagree* and *Agree*. The numerical average, 2.5, lies exactly in the middle of the numerical values for *Disagree* and *Agree*. However, for item 1, the same numerical value is created by a very different frequency of responses: while responses to question 2a are not very diverse, responses to question 1 show a complete lack of agreement among respondents.

6. Print a report.

- Place legal-size paper in your printer.
- On your toolbar select FILE, and PRINT. When the PRINT dialogue box appears, leave your defaults at PRINT WHAT: SELECTED SHEET and PAGE RANGE: ALL. Click on OKAY.

### C. Combining Responses From Various Sources

You can use the disk to combine any of the following into a useful report:

- Multiple completed copies of a self-assessment booklet
- Completed parent questionnaires
- Completed staff questionnaires
- Completed board member questionnaires

1. Follow the instructions in sections A and B above.
- For each self-assessment booklet for which multiple individual responses have been received
- For each type of questionnaire you have collected

2. View the integrated responses by looking at the worksheet for each self-assessment booklet.

- The worksheet automatically has incorporated the results of each type of questionnaire. This part of the report is far to the right on your screen. (Use the bottom right scrollbar to view this part of the worksheet.)
- The three different types of questionnaires are shown one by one, so that you can compare feedback from different sources.

- Under the heading *Review Team*, responses to the self-assessment booklet itself also are shown, so that you can compare these to the feedback gathered using the questionnaires.

**Example**

Item 7 on the board member questionnaire, "I understand how the board makes decisions" is designed to provide information for item 11 in self-assessment booklet *A. Governance*: "The decision-making process is understood by all board members."

If you have entered your tabulated responses to the board questionnaire, the disk will automatically connect the responses to item 7 from the board questionnaire to item 11 in self-assessment booklet *A. Governance*.

3. Print a report.

- Go to the worksheet for a given self-assessment booklet (ie., if you want a report on governance, go to the worksheet *A. Governance*).
- Place legal-size paper in your printer.
- On your toolbar select FILE, and PRINT. When the PRINT dialogue box appears, leave your defaults at PRINT WHAT: SELECTED SHEET and PAGE RANGE: ALL. Click on OKAY.
- The combined report will print on the last few pages of the document.

## Parent Questionnaire

Our program is assessing the services and programs that it provides for you, your family, and the community. Completing this questionnaire will help the program greatly by letting us know how we are serving you and how we can improve. All of your answers will be kept completely confidential, so please be honest. The more accurate and honest your feedback is, the better we can assess the program and improve it. Feel free to add at the end of the questionnaire any comments that you think will be useful.

Thank you for helping us improve the program.

What is your sex? *(mark one)*

❑ Male ❑ Female

Which of the following describes your household? *(mark all that apply)*

❑ Two parents in the home
❑ One parent in the home
❑ Other (specify) _____

Who is primarily responsible for day-to-day care of your children? *(mark one)*

❑ Mother
❑ Father
❑ Mother and father equally
❑ Other (specify) _____

Which of the following best describes your race or ethnic background? *(mark one)*

❑ African American ❑ Asian/Pacific Islander ❑ Hispanic
❑ American Indian ❑ Caucasian ❑ Other (specify)_____

What is the primary language spoken in your home? *(mark one)*

❑ English ❑ Spanish ❑ Other (specify)_____

How long have you participated in the program? *(mark one)*

❑ Less than 1 year ❑ 1–2 years ❑ 3 years or longer

Typically, how many times in a month do you participate in program activities (for example, attend events or attend classes)?

_____ times a month

Typically, how many times a month do you talk with program staff (during phone conversations, home visits, or program activities, or in other settings)?

_____ times a month

Which programs and activities run by this program do you participate in?

_____

_____

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To the right of each item, please place a check mark in the column that best states your response.

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Parents make decisions about the program and its plans for the future. | | | | | |
| 2. Staff ask for my opinions of the program. | | | | | |
| 3. It is easy to find out about the program and its activities. | | | | | |
| 4. I meet new people through the program. | | | | | |
| 5. I have opportunities to: | | | | | |
| a. help in the program | | | | | |
| b. give the program feedback | | | | | |
| c. talk to staff about family concerns | | | | | |
| d. get answers to my questions | | | | | |
| 6. Parties and family events are one of the reasons I like coming to the program. | | | | | |
| 7. I talk to other parents at the program. | | | | | |
| 8. I have learned about customs and traditions that are different than my own. | | | | | |
| 9. Fathers participate in the program. | | | | | |
| 10. Staff appreciate my help. | | | | | |
| 11. I have become better at advocating for my family and making my concerns heard. | | | | | |
| 12. In an emergency, I know program staff will help me get: | | | | | |
| a. food | | | | | |
| b. shelter | | | | | |
| c. clothing | | | | | |
| d. emergency funds | | | | | |
| e. transportation | | | | | |
| f. other resources | | | | | |
| 13. If the program does not offer what I need, staff will help me find another way to get it. | | | | | |
| 14. Every family is welcome at the program, no matter what its beliefs or lifestyles are. | | | | | |
| 15. Parents give each other a lot of advice and support. | | | | | |
| 16. When I have had difficulty or problems getting services for me or my family, program staff have helped me by: | | | | | |
| a. finding transportation for me | | | | | |
| b. making sure I have childcare | | | | | |
| c. figuring out how to pay for services | | | | | |
| d. finding someone who speaks my language | | | | | |
| e. filling out complicated paper work | | | | | |
| f. making sure I have the information or documents I need to get services | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 17. At the program, we plan and organize activities and programs that are interesting and useful for families. | | | | | |
| 18. The information I get from the program: | | | | | |
| a. helps me understand my child | | | | | |
| b. makes me feel good about the way I parent | | | | | |
| c. has strengthened the way I parent | | | | | |
| d. is respectful of my culture(s) and beliefs | | | | | |
| e. is useful for me and my family | | | | | |
| f. gives me a better understanding of how children grow and develop | | | | | |
| 19. I've learned how my experiences while growing up influence my present family life. | | | | | |
| 20. The parent education classes offered by the program | | | | | |
| a. are fun and helpful | | | | | |
| b. respect my culture and child-rearing practices | | | | | |
| c. cover the issues I want covered | | | | | |
| 21. Parents help review parent education materials that are used in the program. | | | | | |
| 22. Staff help me understand how my child learns and grows. | | | | | |
| 23. My child can explore new things in the program. (D.13f) | | | | | |
| 24. My child has learned new ways of solving problems in the program. | | | | | |
| 25. Since I began participating in the program, I know of more places to get what I want my family to have and what my family needs. | | | | | |
| 26. By participating in the program, I have strengthened my: | | | | | |
| a. self-esteem | | | | | |
| b. self-control | | | | | |
| c. decision-making skills | | | | | |
| d. communication skills | | | | | |
| e. ability to use resources | | | | | |
| f. goal-setting skills | | | | | |

**If you have a child or children aged birth to five years, please respond to the following statement:**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 27. By participating in the program, my child has developed: | | | | | |
| a. self-esteem | | | | | |
| b. language skills | | | | | |
| c. social skills | | | | | |
| d. communication skills | | | | | |

**If you have a child or children aged six years or older, please respond to the following statement:**

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 28. By participating in the program, my child has developed: | | | | | |
| a. a sense of personal responsibility | | | | | |
| b. goal-setting skills | | | | | |
| c. a sense of accomplishment and well-being | | | | | |
| d. critical thinking and problem-solving skills | | | | | |
| e. communication and negotiation skills | | | | | |
| 29. The program: | | | | | |
| a. keeps information about my family and me confidential | | | | | |
| b. asks before information about my family or me is shared with other service providers | | | | | |
| 30. I can see all information about my family and me that is kept by the program. | | | | | |
| 31. I know the program is concerned about my family and me. | | | | | |
| 32. At any time of day or night, I can get help from program staff when I have an emergency. | | | | | |
| 33. Participating in the program has helped me learn more about how my friends and family members can help me and how I can help them. | | | | | |
| 34. I have made new friends through the program. | | | | | |
| 35. I get together with families I met here outside of the program. | | | | | |
| 36. I give advice to and learn from other parents during classes, support groups, and/or other program activities. | | | | | |
| 37. Since becoming involved in the program, I have: | | | | | |
| a. learned more about other organizations and community events | | | | | |
| b. participated more in community activities | | | | | |
| c. taken a leadership role in the community | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 38. My family and I feel safe at the program. | | | | | |
| 39. I feel comfortable at the program. | | | | | |
| 40. I participate in family activities that are open to all families in the program. | | | | | |
| 41. If I need it, staff help me arrange for transportation and childcare so that I can keep my appointments and commitments. | | | | | |

If you are not receiving home visits, please skip to statement 56.

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 42. If I need it, my home visitor helps me arrange for childcare/respite care and transportation so that I can keep my appointments and commitments. | | | | | |
| 43. My home visitor tries to schedule visits at times that are convenient for my family and me. | | | | | |
| 44. My home visitor listens to my concerns and helps me. | | | | | |
| 45. I participate in program activities with other families. | | | | | |
| 46. My home visitor knows a lot about: | | | | | |
| a. resources in the community | | | | | |
| b. child development | | | | | |
| c. parenting | | | | | |
| 47. If the program does not offer what my family and I need, my home visitor helps me find another way to get it. | | | | | |
| 48. My home visitor links me to other resources in the community. | | | | | |
| 49. My home visitor goes to appointments with me if I ask. | | | | | |
| 50. My home visitor spends time with my child or children. | | | | | |
| 51. I give feedback to my home visitor. | | | | | |
| 52. My home visitor comes as often as I'd like and talks about things that are important to me. | | | | | |
| 53. My home visitor speaks the language that my family speaks at home. | | | | | |
| 54. My home visitor keeps in contact with me between visits. | | | | | |
| 55. I can choose whether or not I have home visits. | | | | | |
| 56. Staff share the cultures and values of the families in my community. | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 57. Staff share personal stories with my family and me. | | | | | |
| 58. Staff know a lot about child development and share it with me. | | | | | |
| 59. Staff are open to and interested in the customs of my family. | | | | | |
| 60. I am comfortable discussing cultural, racial, ethnic, and religious issues with staff. | | | | | |
| 61. Staff don't try to make decisions for me. | | | | | |
| 62. I don't feel pushed to make decisions before I am ready. | | | | | |
| 63. Staff recognize the achievements of my family and me. | | | | | |
| 64. When I disagree with staff, it is handled respectfully and fairly by everyone. | | | | | |
| 65. Staff help my family and me plan for the future by: | | | | | |
| a. helping decide what's important | | | | | |
| b. helping to make a plan for my family to achieve goals | | | | | |
| 66. The results of program evaluations are shared with me. | | | | | |

Additional comments:

# Cuestionario Para Padres

Nuestra programa esta estimando los servicious y programas que provée a usted, su familia, y la comunidad. Llenando este cuestionario ayudara al programa a saber como está sirviéndole y cómo podria ser mejorado. Todas las respuestas serán tratadas con estricta confidencialidad, por lo que le pedimos sea honesto. Mientras mas exactas y honestas sean sus respuestas, nosotros podremos evaluar de una manera más exacta al programa y mejorarlo. Siéntase libre de poner cualquier comentario adicional que usted piense que puede ser útil al final de la evaluación.

Gracias por ayudarnos a mejorar nuestro programa.

Sexo *(Marque uno)*
❑ Masculino ❑ Femenino

¿Cuáles de las siguientes características describe su hogar? *(Marque todo que aplica)*
❑ Ambos padres en el hogar
❑ Padre/Madre soltero(a)
❑ Otro (especifique) _____

¿Quién es responsable primordialmente de cuidar a sus hijos?
❑ Madre
❑ Padre
❑ Madre y padre por igual
❑ Otro (especifique) _____

¿Cuál de las siguientes caracteristicas describe mejor su raza o etnicidad? *(Marque uno)*
❑ Afroamericano ❑ Asiático/De las Islas del Pacífico ❑ Hispano
❑ Indio Norte-Americano ❑ Caucásico (Blanco)
❑ Otro *(especifique)* _____

¿Cuál es el idioma que se habla primordialmente en su casa? *(Marque uno)*
❑ Inglés ❑ Español ❑ Otro *(especifique)* _____

¿Por cuánto tiempo ha participado en el programa? *(Marque uno)*
❑ Menos de 1 año ❑ 1 a 2 años ❑ 3 años o más

¿Regularmente, cuántas veces *participa en actividades del programa* durante un mes (por ejemplo, asistir a eventos, asistir a clases)?

_____ veces en un mes

¿Regularmente, cuántas veces al mes *habla usted con personal que atiende a las familias* (incluyendo, por ejemplo conversaciones telefónicas, visitas a casa, visitas a actividades, o en otras ocasiones)?

_____ veces en un mes

¿En cuales servicios y actividades de este programa participa usted? _____
_____
_____

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**A la derecha, por favor marque la columna que mas cerca indica su respuesta.**

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 1. Los padres toman decisiones acerca de las directrices del programa y y planes para el futuro. | | | | | |
| 2. El personal pide mi opinión acerca del programa. | | | | | |
| 3. Es fácil enterarse acerca del programa y sus actividades. | | | | | |
| 4. Conozco nuevas personas a través de este programa. | | | | | |
| 5. Tengo oportunidad de: | | | | | |
| a. Ayudar en el programa. | | | | | |
| b. Expresar al programa lo que pienso de él. | | | | | |
| c. Hablar con el personal acerca de preocupaciones familiares. | | | | | |
| d. Obtener respuestas a mis preguntas. | | | | | |
| 6. Una de las razones por la que me gusta venir al centro son las actividades sociales y recreativas. | | | | | |
| 7. Hablo con otros padres/madres en el centro | | | | | |
| 8. He aprendido acerca de costumbres y tradiciones que son diferentes a las mías. | | | | | |
| 9. Los papás participan en el programa. | | | | | |
| 10. El personal agradece mi ayuda. | | | | | |
| 11. Siento que puedo abogar por mi familia y expresar mis puntos de vista. | | | | | |
| 12. En caso de emergencia, sé que el personal me ayudaría a conseguir: (C.18 a-d) | | | | | |
| a. comida | | | | | |
| b. vivienda de emergencia | | | | | |
| c. vestido | | | | | |
| d. fondos de emergencia | | | | | |
| e. transportación | | | | | |
| f. otros recursos | | | | | |
| 13. Si el programa no ofrece lo que necesito, el personal me ayuda a encontrar otro programa que lo ofrezca. | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 14. Todas las familias son bienvenidas en el programa, sin importar las creencias de las familias y sus estilos de vida. | | | | | |
| 15. Los padres y madres se ayudan y dan consejos mutuamente | | | | | |
| 16. Cuando he tenido problemas o dificultades consiguiendo servicios para mi o mi familia, el personal me ha ayudado al | | | | | |
| a. enseñarme como llegar al lugar | | | | | |
| b. encontrar cuidado de niños | | | | | |
| c. ayudarme a ver cómo pagar servicios | | | | | |
| d. encontrar el que habla mi idioma | | | | | |
| e. ayudarme a llenar formas y papeles complicados | | | | | |
| f. asegurarse de que tengo la información o la documentación necesaria para conseguir los servicios | | | | | |
| 17. Planeamos y organizamos actividades y programas que son interesantes y útiles para las familias | | | | | |
| 18. La información que obtengo en el centro: | | | | | |
| a. Me ayuda a entender a mi hijo(a). | | | | | |
| b. Me hace sentir bien por la manera en que me conduzco como padre/madre | | | | | |
| c. Ha fortalecido la manera en que me conduzco como padre/madre | | | | | |
| d. Es respetuosa de mi cultura(s) y creencias. | | | | | |
| e. Es útil para mi y mi familia. | | | | | |
| f. Me da un mejor entendimiento de cómo los niños(as) crecen y se desarrollan. | | | | | |
| 19. He aprendido cómo las experiencias adquiridas durante mi crecimiento, influyen hoy día mi vida familiar. | | | | | |
| 20. Las clases de educación para padres/madres. | | | | | |
| a. Son divertidas y útiles. | | | | | |
| b. Reflejan mi cultura y las prácticas sobre como criar a un niño(a). | | | | | |
| c. Cubren los temas que yo deseo. | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 21. Los padres/madres ayudan a revisar material educativo para padres que es usado en el programa. | | | | | |
| 22. El personal me ayuda a entender como mi niño(a) aprende y crece. | | | | | |
| 23. Mi hijo(a) está interesado en aprender nuevas cosas en el centro | | | | | |
| 24. Mi hijo(a) ha aprendido en el programa nuevas maneras de resolver problemas | | | | | |
| 25. Desde que participo en el programa, conozco más lugares para conseguir lo que quiero y necesito para mi familia. | | | | | |
| 26. Desde que participo en el programa, he aprendido | | | | | |
| a. auto-estima | | | | | |
| b. auto control | | | | | |
| c. habilidades para toma de decisiones | | | | | |
| d. destrezas de comunicacion | | | | | |
| e. habilidades de utilizar recursos | | | | | |
| f. habilidades para decidir metas | | | | | |

**Si usted tiene un hijo(a) o hijos(as) entre los 0 (cero) y 5 (cinco) años de edad, por favor conteste pregunta 27:**

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 27. Al participar en el programa, mi niño ha desarrollado: | | | | | |
| a. Auto-estima | | | | | |
| b. Destrezas o habilidades en el lenguaje | | | | | |
| c. Destrezas sociales | | | | | |
| d. Destrezas de comunicación | | | | | |

**Si usted tiene un niño(a) o niños(a) de seis años o más, por favor responda a pregunta 28:**

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 28. Al participar en el programa, mi hijo(a) ha desarrollado: | | | | | |
| a. Sentido de responsabilidad personal | | | | | |
| b. Habilidades para establecer metas | | | | | |
| c. Una sensación de logro y bienestar | | | | | |
| d. Habilidades de pensamiento crítico y de solución de problemas. | | | | | |
| e) Habilidades de comunicación y negociación. | | | | | |
| 29. El programa: | | | | | |
| a. mantiene confidencialmente la información mía y de mi familia. | | | | | |
| b. me pregunta antes de compartir información mía o de mi familia con otros proveedores de servicios. | | | | | |
| 30. Puedo ver toda la información que el programa guarda acerca de mi y mi familia. | | | | | |
| 31. Yo se que el programa está interesado en mi y mi familia. | | | | | |
| 32. No importa cuando tenga una emergencia, pero siempre puedo obtener ayuda del personal del programa | | | | | |
| 33. El participar en el programa me ha ayudado a aprender más acerca de lo que mis amigos y mis familiares me pueden ayudar | | | | | |
| 34. He hecho nuevos amigos a través de este programa | | | | | |
| 35. Me reúno fuera del centro con familias que conocí aquí. | | | | | |
| 36. Yo doy consejo y aprendo de otros padres durante las clases, grupos de apoyo y/u otras actividades del programa | | | | | |
| 37. Desde que me involucré en el programa: | | | | | |
| a. He aprendido acerca de otros organizaciones y eventos en la comunidad | | | | | |
| b. He participado más en actividades de la comunidad | | | | | |
| c. He tomado un papel de liderazgo dentro de la comunidad | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 38. Mi familia y yo nos sentimos seguros en el centro. | | | | | |
| 39. Me siento cómodo en el centro | | | | | |
| 40. Participo en actividades familiares a nivel de todo el centro. | | | | | |
| 41. Si lo necesito, el personal me ayudaría a hacer arreglos de transporte y cuidado de niños para citas y compromisos. | | | | | |

**Si usted no recibe visitas en la casa, por favor sigue a pregunta 56:**

| | | | | | |
|---|---|---|---|---|---|
| 42. Mi visitador domiciliario me ayuda, si se necesitan, a hacer arreglos de cuidado de niños y transportación para citas y compromisos. | | | | | |
| 43. Mi visitador domiciliario trata de programar sus visitas en horas que son convenientes para mi y mi familia | | | | | |
| 44. Mi visitador(a) escucha mis preocupaciones y me ayuda. | | | | | |
| 45. Participo en actividades del centro con otras familias. | | | | | |
| 46. Mi visitador(a) conoce mucho sobre: | | | | | |
| a. Recursos en la comunidad | | | | | |
| b. Desarrollo del niño | | | | | |
| c. Cómo criar a un niño(a) | | | | | |
| 47. Si el programa no ofrece lo que necesito, mi visitador(a) domiciliario me ayuda a encontrar otro lugar que lo ofrezca. | | | | | |
| 48. Mi visitador domiciliario me conecta con otros recursos en la comunidad. | | | | | |
| 49. Mi visitador domiciliario va conmigo a citas si se lo pido. | | | | | |
| 50. Mi visitador también pasa tiempo con mis hijo(a)-s | | | | | |
| 51. Expreso lo que pienso al visitador(a) | | | | | |
| 52. Mi visitador(a) me visita cuantas veces quiero y habla de cosas que me importan. | | | | | |

| | No Aplica | Totalmente en Desacuerdo | En Desacuerdo | De Acuerdo | Totalmente de Acuerdo |
|---|---|---|---|---|---|
| 53. Mi visitadora habla el lenguaje que hablamos en casa | | | | | |
| 54. Mi visitador domiciliario se mantiene en contacto conmigo entre visitas. | | | | | |
| 55. Puedo escoger entre si quiero tener o no tener visitas en la casa. | | | | | |
| 56. El personal comparte la cultura y valores de las familias en mi comunidad. | | | | | |
| 57. El personal comparte anécdotas personales. | | | | | |
| 58. El personal sabe mucho acerca del desarrollo del niño y lo comparte conmigo | | | | | |
| 59. El personal esta abierto e interesado en conocer las costumbres de mi familia | | | | | |
| 60. Me siento cómodo discutiendo cuestiones culturales, raciales, étnicas y religiosas con el personal. | | | | | |
| 61. El personal no trata de tomar decisiones por mi | | | | | |
| 62. No me siento presionado a tomar decisiones antes de estar listo | | | | | |
| 63. El personal reconoce mis logros y los de mi familia. | | | | | |
| 64. Cuando estoy en desacuerdo con el personal, esta situación es manejada de una manera respetuosa y justa para todos. | | | | | |
| 65. El personal me ayuda a mi y a mi familia a planear para el futuro mediante: | | | | | |
| a. ayuda para decidir qué es lo importante | | | | | |
| b. la elaboración de un plan para alcanzar metas. | | | | | |
| 66. Los resultados de la evaluación del programa son compartidos con los padres. | | | | | |

Comentarios Adicionales:

# Staff Questionnaire

Our program is assessing the services and programs that we provide for children and families in the community. As a member of the staff, your opinion is very important. As you are completing this questionnaire, please remember that your honesty and accuracy in responding will lead to a self-assessment that is accurate and can lead to real program improvement. Feel free to add any additional comments that you think will be useful to the assessment. Please be assured that your responses will be compiled with others and will be treated confidentially.

Thank you for helping to improve the program.

---

How long have you been a staff member? *(mark one)*

❑ 0–2 years ❑ 3–5 years ❑ 6–8 years ❑ 9 or more years

*If the program has fewer than 30 staff members, skip to next question.*

In general terms, what does your job entail? *(mark one)*

❑ I work directly with families.
❑ I help with program operations.
❑ I supervise staff who work with families.
❑ I work with other community organizations.
❑ Other (specify) _____

How often does the program have staff meetings? _____

Staff meetings are held *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many staff meetings have you attended within the past year? _____

How often do you meet with your supervisor? _____

My supervisor and I meet *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How often do you have the opportunity to participate in training or in-service activities?

_____

Training opportunities are offered *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many training opportunities have you participated in as a staff member? _____

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| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Staff input shapes the program's goals, mission, and objectives. | | | | | |
| 2. The program's goals, missions, and objectives are clear to me. | | | | | |
| 3. I have input in program decisions through: | | | | | |
| a. staff/team meetings | | | | | |
| b. open-door policies | | | | | |
| c. retreats | | | | | |
| d. group problem solving | | | | | |
| e. participating on board committees | | | | | |

| | Yes | No |
|---|---|---|
| 4. Families: | | |
| a. chair committees | | |
| b. serve as trustees and board members | | |
| c. develop program activities | | |
| d. review grants | | |
| e. are advocates and presenters to legislators | | |
| f. evaluate programs or review program materials | | |
| g. reach out to new families | | |
| h. decide how funds are used in the program | | |
| i. represent the program in the community | | |
| j. participate in fundraising for the program | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 5. The program links families with services to help meet their basic needs. | | | | | |
| 6. The program welcomes every family, regardless of their beliefs or lifestyles. | | | | | |
| 7. Staff speak the language(s) of the families who participate in the program or provide translation services as needed by families. | | | | | |
| 8. I help families get the help they need–even when it's not something we offer at our program. | | | | | |

| | Yes | No |
|---|---|---|
| 9. In the last two months, I have made contact with providers of services related to: | | |
| a. childcare/respite care | | |
| b. health care | | |
| c. mental health/counseling | | |
| d. drug and alcohol treatment | | |
| e. housing | | |

| | Yes | No |
|---|---|---|
| f. GED/continuing education/ESL | | |
| g. income supports and benefits | | |
| h. job training/employment | | |
| i. legal issues | | |
| j. domestic violence | | |
| k. child welfare | | |
| l. developmental disabilities | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **10. Our parent education activities:** | | | | | |
| a. Convey important information about child development | | | | | |
| b. Help parents set appropriate expectations for their children | | | | | |
| c. Teach activities that parents can engage in with their children | | | | | |
| d. Help parents understand their own children | | | | | |
| e. Help parents examine their values and behavior | | | | | |
| f. Help parents reflect on how their childhood experiences impact their parenting | | | | | |
| g. Help parents set goals for their children and families | | | | | |
| h. Help parents recognize their strengths and abilities as parents | | | | | |
| i. Help parents feel more competent about their parenting skills | | | | | |
| j. Help parents explore their cultural traditions and expectations about parenting | | | | | |
| k. Provide opportunities for parents to try out new activities and parenting methods | | | | | |
| **11. Our activities for children aged birth to five help children develop:** | | | | | |
| a. self-esteem | | | | | |
| b. language skills | | | | | |
| c. social skills | | | | | |
| d. basic communication skills | | | | | |
| **12. Our activities for older children help children:** | | | | | |
| a. develop a sense of personal responsibility | | | | | |
| b. set goals | | | | | |
| c. gain a sense of accomplishment and belonging | | | | | |
| d. think critically and solve problems | | | | | |
| e. communicate and negotiate | | | | | |
| **13. All children's activities:** | | | | | |
| a. are fun, interesting, and educational | | | | | |
| b. are age-appropriate | | | | | |
| c. encourage problem solving | | | | | |
| d. draw out cultural richness | | | | | |
| e. demonstrate children's intelligence | | | | | |
| f. encourage exploration | | | | | |
| g. encourage interaction between children and adults | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 14. Families can get help and support when they need it through regular drop-in times, scheduled appointments, and/or 24-hour emergency access. | | | | | |
| 15. It is easy for families to access individualized services in a confidential manner. | | | | | |
| 16. Staff who work with the same families meet regularly to share information, recognize growth and change in families, and coordinate their efforts. | | | | | |
| 17. Staff work with individual families to help them identify goals, strengths, and concerns. | | | | | |
| 18. I obtain parents' consent before sharing information with other programs. | | | | | |
| 19. I understand the role of mandated reporters in cases of child abuse and neglect. | | | | | |
| 20. I make sure that parents understand the role of mandated reporters in cases of child abuse and neglect. | | | | | |
| 21. Staff take steps, if necessary, to ensure the safety of all family members. | | | | | |
| 22. I provide parents with copies of any reports and access to any material kept on file about their families. | | | | | |
| 23. Staff are trained at recognizing: | | | | | |
| a. substance abuse | | | | | |
| b. developmental delays | | | | | |
| c. child abuse | | | | | |
| d. domestic violence | | | | | |
| e. mental illness | | | | | |
| f. chronic health problems | | | | | |
| g. homelessness | | | | | |
| h. risk of imminent crisis | | | | | |
| 24. I work with families who are in need of intensive services to make sure they get the help they need. | | | | | |
| 25. Staff continue to keep in contact with families who are referred to intensive services. | | | | | |
| 26. Families are encouraged to stay involved in program activities while taking part in intensive services. | | | | | |
| 27. Our staff and staff from other programs and agencies participate in training together. | | | | | |
| 28. The program has links with local cultural and ethnic organizations. | | | | | |
| 29. I ensure that up-to-date resource and referral information is available to participating families. | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 30. The program works closely with other providers in our community who work with families. | | | | | |
| **If you are not a home visitor, skip to item 32.** | | | | | |
| 31. As a home visitor, I receive ongoing supervision, support and training. | | | | | |
| 32. The program's goals, mission, and objectives shape my job responsibilities. | | | | | |
| 33. Staff reflect the racial, ethnic, and cultural heritage and values of the families being served. | | | | | |
| 34. Staff work together as a team. | | | | | |
| 35. Volunteers in the program have clear responsibilities and supervision. | | | | | |
| 36. The program shows concern for my personal welfare by: | | | | | |
| a. ensuring worker and family safety | | | | | |
| b. ensuring reasonable workloads | | | | | |
| c. encouraging mentoring and regular communication among staff members | | | | | |
| d. maximizing staff flexibility | | | | | |
| e. providing wages that are consistent with experience and responsibilities | | | | | |
| f. providing adequate benefits | | | | | |
| g. addressing job-related stress | | | | | |
| h. creating an environment in which staff are comfortable asking for help | | | | | |
| 37. I understand what is expected of me, based on: | | | | | |
| a. initial orientation | | | | | |
| b.written job description | | | | | |
| c. regular supervision | | | | | |
| d. regular performance reviews | | | | | |
| e. clear organizational chart of staff | | | | | |
| f. handbook of personnel policies | | | | | |
| 38. I grow professionally and assume new responsibilities in the program through: | | | | | |
| a. career ladders | | | | | |
| b. career support from my supervisor | | | | | |
| c. classes, conferences, and other training | | | | | |
| 39. I would like to improve my skills in the following areas: | | | | | |
| a. respect for others | | | | | |
| b. effective communication | | | | | |
| c. problem solving | | | | | |
| d. patience/persistence | | | | | |
| e. mentoring/coaching | | | | | |
| f. appreciation and affirmation of others' contributions and feelings | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| g. confidentiality | | | | | |
| h. conflict resolution | | | | | |
| i. empathy and warmth | | | | | |
| j. openness and flexibility | | | | | |
| k. willingness to share personal stories when appropriate | | | | | |
| l. optimism and a sense of what is realistic | | | | | |
| m. understanding multiple perspectives | | | | | |
| n. good judgment and boundary setting | | | | | |
| o. sharing power with families | | | | | |
| p. working across cultures | | | | | |
| 40. I set goals for my work and monitor my job performance with my supervisor. | | | | | |

| | Yes | No |
|---|---|---|
| 41. I have participated in ongoing training in: | | |
| a. working with the entire family, not just an individual | | |
| b. identifying and building family strengths and capacities | | |
| c. working with families as equal partners in service delivery decisions | | |
| d. understanding the culture and context of the families in the community | | |
| e. understanding each family's uniqueness | | |
| f. working collaboratively with others | | |
| g. documentation and record keeping | | |
| h. recognizing and combating bias and racism | | |
| 42. At least one staff member in the program has skills in: | | |
| a. facilitating parent-child activities and family events | | |
| b. early childhood education and childcare | | |
| c. home visiting | | |
| d. facilitating support groups | | |
| e. counseling | | |
| f. crisis management | | |
| g. leadership development | | |
| h. advocacy | | |
| 43. I am knowledgeable in: | | |
| a. child development and normal developmental stages of families | | |
| b. knowledge and skills parents need to promote healthy development of children | | |
| c. other services in the community and the experiences of families using these services | | |
| d. the customs of the families who participate in our program | | |
| e. adult development | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 44. The results of program assessments are shared with me. | | | | | |
| 45. Staff make a conscious effort to monitor our progress in cultural responsiveness. | | | | | |
| 46. The program monitors its ability to help families meet their goals, change their behaviors, and develop new skills and capacities. | | | | | |
| **We need to do a better job at (check all that apply):** | | | | | |
| 47. Acknowledging contributions and help given by families | | | | | |
| 48. Celebrating the progress that families make | | | | | |
| 49. Sharing customs and traditions with families | | | | | |
| 50. Helping parents learn to advocate and negotiate for themselves | | | | | |
| 51. Encouraging parents to actively contribute to the program | | | | | |
| 52. Working with individual families to meet their goals by identifying strategies and resources that come from them, their support networks, the program, and the larger community | | | | | |
| 53. Encouraging families to involve themselves and their friends in resolving crises | | | | | |
| 54. Encouraging participants to be active in neighborhood organizations | | | | | |
| 55. Identifying leadership opportunities for parents in the community and encouraging them to take these opportunities | | | | | |
| 56. Encouraging participants to plan activities outside the program for themselves | | | | | |
| 57. Linking participants with other community organizations | | | | | |
| 58. Fostering strong relationships among families who participate in group activities | | | | | |

Additional comments:

## Board Questionnaire

This program is assessing the services and programs that it provides for children and families in the community. As a board member, your opinion is very important. As you are completing this questionnaire, please remember that your honesty and accuracy in responding will lead to a self-assessment that is accurate and can lead to real program improvement. Feel free to add any additional comments that you think will be useful to the assessment.

Thank you for helping to improve the program.

How long have you been a board member? *(mark one)*

❑ 0–2 years ❑ 3–5 years ❑ 6–8 years ❑ 9 or more years

Whom do you represent on the board? *(mark one)*

❑ Parents
❑ Community organization
❑ Religious organization
❑ School
❑ Health organization
❑ Business sector
❑ Other (specify) _____

How often does the board meet? _____

Board meetings are held *(mark one)*

❑ Much too frequently ❑ Too frequently ❑ Frequently enough
❑ Too infrequently ❑ Much too infrequently

How many board meetings have you attended within the past year? _____

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. The board participates in the development of the program's mission, goals, and objectives. | | | | | |
| 2. Board members give input on: | | | | | |
| a. the types of activities and services provided by the program | | | | | |
| b. how the program's resources are used | | | | | |
| c. how the quality, appropriateness, and effectiveness of the program are measured | | | | | |
| d. collaborative working agreements with other service providers and/or community organizations | | | | | |
| 3. Parents comprise at least 33% of the board. | | | | | |
| 4. Members of the board reflect the ethnic and racial composition of families in the community. | | | | | |
| 5. Board meetings are scheduled at times that are convenient for parent representatives. | | | | | |
| 6. All board members receive written reports of meetings in a timely fashion. | | | | | |
| 7. I understand how the board makes decisions. | | | | | |

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| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 8. Board decisions about programming are made with input and feedback from: | | | | | |
| a. participating families | | | | | |
| b. staff | | | | | |
| c. community members | | | | | |
| 9. The board actively recruits new members of the same racial and cultural backgrounds as the people served by the program. | | | | | |
| 10. The board regularly discusses how its decisions may affect the program's progress toward inclusiveness and cultural competence. | | | | | |
| 11. Parents are involved in leadership roles in the program: | | | | | |
| a. chairing committees | | | | | |
| b. serving as trustees and board members | | | | | |
| c. conducting publicity and outreach | | | | | |
| d. developing program activities | | | | | |
| e. reviewing grant proposals | | | | | |
| f. advocating and presenting before legislature | | | | | |
| g. evaluating the program/reviewing materials | | | | | |
| h. recruiting new families | | | | | |
| i. allocating resources | | | | | |
| j. representing the program in the community | | | | | |
| k. fundraising | | | | | |
| 12. The program advocates for local, state, and federal-level policy changes that will promote better services for families. | | | | | |
| 13. The program actively addresses the issues of the communities of color by: | | | | | |
| a. dialogue between different cultural and ethnic groups within the community | | | | | |
| b. fostering dialogue on issues of social justice | | | | | |
| c. speaking out against and working to correct injustice and inequity experienced by community members or existing in the community | | | | | |
| 14. The board monitors the collaborative working relationships that the program has with other providers in the community. | | | | | |
| 15. The program meets all local, state, and federal licensing, insurance, and safety standards. | | | | | |
| 16. The board annually reviews: | | | | | |
| a. consistency of expenditures with budgets, contracts, and fiscal policies | | | | | |
| b. compliance with regulatory and licensing requirements | | | | | |
| c. results of participant satisfaction surveys and other monitoring efforts | | | | | |
| d. program participation | | | | | |

| | Doesn't Apply | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| e. performance of the executive director | | | | | |
| f. consistency of services offered with results of completed community assessment | | | | | |
| g. linkages and relationships with other providers | | | | | |
| 17. For each of the program's stated goals, the board has identified measurable outcomes that represent attainment of the goal. | | | | | |
| 18. The board monitors the program's progress in achieving these outcomes. | | | | | |
| 19. The board sets aside time and money for evaluation of the program. | | | | | |
| 20. The board monitors the program's progress in the area of cultural responsiveness and awareness. | | | | | |
| 21. The board uses information from evaluations to inform its program planning and ongoing quality assurance. | | | | | |
| 22. The board conducts periodic assessments of all of the program's components. | | | | | |
| 23. The results of the assessments are shared with: | | | | | |
| a. the board | | | | | |
| b. staff | | | | | |
| c. participants | | | | | |
| d. funders | | | | | |
| e. the broader community | | | | | |

Additional comments:

## A. Governance

This self-assessment booklet will help the program examine how decisions are being made about policies, budget, fundraising, programming, advocacy issues, community linkages, and monitoring. In order for family support programs to respond to the unique needs of the families they serve, they must involve key community stakeholders in making decisions about the program and work with other service providers in the community. The governance structure of family support programs places parents in key decision-making roles and includes other agencies and key community stakeholders. Those who are not part of the formal governance process still provide input in that process. This booklet is intended to help the program examine whether or not its governance process is inclusive, is clear to all involved, encourages fair decision making, and supports and involves parents in leadership roles. Some questions may not be relevant to programs operating within larger agency structures.

### Where to Find the Answers

- Structure and composition of board and advisory committees
- By-laws
- Minutes and board notices
- Program's goal and mission statements
- Program's strategic plan
- Interviews with board members, committee members, executive and line staff, and participants

These materials should be investigated to determine whether the governance process not only includes parents and other key decision makers, but involves them in meaningful ways.

### People To Involve in the Assessment

- Board and committee members
- Executive staff
- Supervisors
- Family representatives
- Line staff
- Community members

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The program's goals, mission, and objectives are: | | | |
| a. cooperatively developed by parents, staff, and planning committee members | | | |
| b. written in the language(s) spoken by community members | | | |
| c. clear, to the point, and jargon-free | | | |
| d. clearly communicated to staff, board, and planning committee members | | | |
| e. consistent with the principles of family support | | | |
| f. other: | | | |
| g. other: | | | |

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Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 2. A program planning committee/governing board oversees ongoing programming decisions regarding: | | | |
| a. types of activities/services provided | | | |
| b. use of resources | | | |
| c. measuring the quality, appropriateness, and effectiveness of programs | | | |
| d. collaborative working agreements with other service providers and/or community organizations | | | |
| e. other: | | | |
| f. other: | | | |
| 3. Parents comprise a significant portion of the program's planning committee/governing board (33-50% minimum) | | | |
| 4. The membership of the governing body reflects the types of families in the community | | | |
| 5. Parents' participation in the program's planning committee/governing board is supported by: | | | |
| a. orientation for parents and other committee members | | | |
| b. leadership training and ongoing skills training | | | |
| c. compensation for time and out-of-pocket expenses | | | |
| d. meals, transportation, and childcare if needed | | | |
| e. information that is the same for parents and committee members | | | |
| f. materials in the primary language of parent participants | | | |
| g. a designated contact or mentor for parents on the planning committee | | | |
| h. other: | | | |
| i. other: | | | |
| 6. There is a clear strategy for recruiting board members who are of the racial and cultural backgrounds of the people in the community | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7. The program planning committee/governing board includes community resource providers such as: | | | |
| a. local schools | | | |
| b. religious institutions | | | |
| c. community groups/organizations | | | |
| d. community health care providers | | | |
| e. local government | | | |
| f. social services | | | |
| g. voluntary service organizations (i.e. Junior League, Kiwanis, Elks) | | | |
| h. community development groups | | | |
| i parks/recreation/libraries/cultural institutions | | | |
| j. local businesses/economic development initiatives | | | |
| k. other: | | | |
| l. other: | | | |
| 8. The governance body meets regularly at times convenient to participating family members | | | |
| 9. Written reports from meetings are: | | | |
| a. available and distributed in a timely fashion | | | |
| b. approved by board members | | | |
| 10. All written materials for or about meetings are written in language accessible to all board members | | | |
| 11. The decision-making process is clear and understood by all members | | | |
| 12. Information is readily available on: | | | |
| a. board membership | | | |
| b. tenure of board members | | | |
| c. process for identifying and choosing board members | | | |
| d. board responsibilities and commitments | | | |
| e. other: | | | |
| f. other: | | | |
| 13. Programming decisions are made with input and feedback from: | | | |
| a. participating families | | | |
| b. staff | | | |
| c. community members | | | |
| d. other: | | | |
| e. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| A. Governance | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 14. Families are involved in other leadership roles in the program by: | | | |
| a. chairing committees | | | |
| b. serving as trustees and board members | | | |
| c. conducting publicity and outreach | | | |
| d. developing program activities | | | |
| e. reviewing grant proposals | | | |
| f. advocating and presenting before legislature | | | |
| g. evaluating the program/reviewing materials | | | |
| h. recruiting new families | | | |
| i. allocating resources | | | |
| j. representing the program in the community | | | |
| k. fundraising | | | |
| l. other: | | | |
| m. other: | | | |
| 15. The board regularly discusses how its decisions affect the program's progress toward inclusiveness and cultural competence* | | | |
| 16. Staff are regularly updated on board decisions | | | |

* Adapted from *Inclusiveness Assessment Tool,* Minneapolis, Minn.: Rainbow Research Inc. (See appendix: Additional Self-Assessment Tools.)



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## B. Outreach/Engaging Families

This self-assessment booklet will help the program examine ways in which families get involved in the program and their levels of involvement with the program. Relationship building is the heart of family support practice, and early interactions with families can greatly influence the ways in which staff and program participants relate. Reaching out to families is crucial, particularly for programs that involve families on a voluntary basis only. A detailed outreach plan helps programs reach the families who are the most isolated and alienated from traditional social service programs. Family support programs ensure that these families and all families are personally greeted and oriented to the program in a way that matches their interests, concerns, and needs. Families walk away from their first encounter with a family support program with a good understanding of the program and how to get involved. Families receive the information they need and have an opportunity to observe program activities so that they can make their own decisions about participation. The program conducts successful outreach in part by demonstrating cultural awareness and responsiveness to families in the community.

### Where to Find the Answers

- Program brochures and newsletters
- Mailing lists
- Advertisements, flyers, and other outreach materials
- Outreach plan
- Intake procedures
- Focus groups of: new families, families who choose not to participate in the program, target families
- Focus groups or interviews with line staff and volunteers who are responsible for greeting and orienting participants
- Observations of the reception area
- Referral information
- Observations of recruitment activities (presentations, home visits)
- Local media
- Staff/volunteer job descriptions

### People To Involve in the Assessment

- Families who are active in the program
- Families who have left the program
- Line staff
- Staff involved in outreach and greeting
- Supervisors
- Director
- Board members
- Partner agencies
- Community members

| B. Outreach/Engaging Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The population for outreach has been clearly identified | | | |
| 2. Outreach materials: | | | |
| a. are easy to understand | | | |
| b. have current information about programs | | | |
| c. describe the goals and philosophy of the program | | | 241 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| B. Outreach/Engaging Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| d. reflect the cultures of families in the community | | | |
| e. reflect the literacy levels of families in the community | | | |
| f. reflect the family styles of families in the community | | | |
| g. reflect the languages of families in the community | | | |
| h. reflect the income levels of families in the community | | | |
| i. reflect other characteristics of families in the community | | | |
| j. provide specific information on services, and activities, and hours | | | |
| k. provide information about fees and scholarships, stipends | | | |
| l. list any eligibility requirements or service restrictions | | | |
| m. provide information about transportation options and assistance | | | |
| n. other: | | | |
| o. other: | | | |
| 3. Outreach materials have been developed for agency/organization partners, and include information on: | | | |
| a. the referral process | | | |
| b. eligibility | | | |
| c. whom to contact | | | |
| d. fees | | | |
| e. services provided | | | |
| f. other: | | | |
| g. other: | | | |
| 4. An outreach plan has been developed that includes: | | | |
| a. identifying where people congregate in the community (other agencies, doctors' offices, churches, grocery stores, schools, etc.) | | | |
| b. identifying and recruiting families (through door-to-door visits, flyers and mailings, agency presentations at community events, use of local media outlets) | | | |
| c. periodic outreach to new families on a set schedule | | | |
| d. strategies specifically for hard-to-reach or isolated families (return visits, invitations, incentives, contact by families who are active in the program, etc.) | | | |
| e. identifying "partner organizations" that serve similar populations | | | |
| f. assessing the effectiveness of outreach by measuring: number of families being reached and responding, diversity of families, and whether specific target groups are responding | | | |
| g. making use of local media and allowing families to be spokespeople for the program | | | |
| h. other: | | | |
| i. other: | | | 242 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| B. Outreach/Engaging Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 5. At first contact: | | | |
| a. each family is welcomed personally | | | |
| b. families are provided with information on programs and services | | | |
| c. families' questions and concerns are addressed in a timely manner | | | |
| d. other: | | | |
| e. other: | | | |
| 6. The program can respond to drop-in visits | | | |
| 7. Parents and children are introduced to other parents, children, and staff as much as possible | | | |
| 8. Staff follow up initial visits with necessary information, external or internal referrals, or a phone call within one week | | | |
| 9. All families who have contact with the program receive: | | | |
| a. regular information about programs and activities | | | |
| b. calendars | | | |
| c. invitations to family events | | | |
| d. other: | | | |
| e. other: | | | |
| 10. Social and recreational activities are used to encourage participation | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## C. Programs and Activities*

This self-assessment booklet will help the program examine the services and activities it offers, focusing on ways in which learning and growth are fostered, relationships are developed, support is provided and links to resources are made.

Family support program services are flexible and engage all family members. They respond to different learning styles and interests and meet the needs of a broad range of families, but in addition to meeting needs, they build families' skills and capacities, strengthen bonds between parents and their children, and provide families with an opportunity to form linkages with other families in the community. Programs link with, rather than duplicate, other community services.

### Where to Find the Answers

- Organizational chart
- Descriptions of activities and programs
- Job descriptions for staff and volunteers
- Resource and referral files
- Data on program participation
- Agreements describing coordination with other agencies
- Observation of programs and activities
- Participant satisfaction surveys
- Focus groups of families
- Focus groups of staff

### People To Involve in the Assessment

- Families
- Line staff
- Supervisors
- Former and current participants
- Executive staff
- Board
- Community members

* *For related items, see the self-assessment booklets on Home Visiting and Center Environment*

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Families help develop activities and programs to meet their personal and community goals | | | |
| 2. Families have opportunities to build relationships and informal networks with other families in the program: | | | |
| a. social activities | | | |
| b. interactive programming | | | |
| c. peer mentoring | | | |
| d. other: | | | |
| e. other: | | | |
| 3. Parents have opportunities for informal conversation about parenting and other issues: | | | |
| a. with other parents | | | 244 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| b. with staff | | | |
| c. other: | | | |
| d. other: | | | |
| **4. Programs and services offer a variety of ways to learn and build skills, such as:** | | | |
| a. workshops or classes | | | |
| b. discussion/support groups | | | |
| c. facilitated parent-child activities | | | |
| d. home visits | | | |
| e. individual/short-term counseling | | | |
| f. peer mentoring and other mentoring | | | |
| g. educational materials | | | |
| h. volunteer opportunities | | | |
| i. other: | | | |
| j. other: | | | |
| **5. Families are encouraged to participate and contribute to the program and/or community by:** | | | |
| a. conducting outreach to families | | | |
| b. assessing community needs and resources | | | |
| c. organizing events | | | |
| d. leading workshops/support groups | | | |
| e. taking part in peer mentoring | | | |
| f. advocating for and advising other participants | | | |
| g. conducting staff training and evaluation | | | |
| h. publicizing events and services | | | |
| i. other: | | | |
| j. other: | | | |
| **6. Parents and children have opportunities to help organize and/or participate in:** | | | |
| a. family potlucks | | | |
| b. family outings/field trips | | | |
| c. recreational activities | | | |
| d. cultural and neighborhood celebrations | | | |
| e. other: | | | |
| f. other: | | | |
| **7. Families can:** | | | |
| a. easily select services and activities to meet their specific needs | | | |
| b. participate in multiple services and activities | | | |
| c. access services outside the normal scope of the program | | | |
| d. choose their own level of involvement | | | |
| e. organize or initiate programs | | | |

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Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know |
|---|---|---|---|
| f. request new activities | | | |
| g. other: | | | |
| h. other: | | | |
| 8. The program provides services to meet the needs of all family members: | | | |
| a. activities to appeal to all age groups | | | |
| b. programs for both fathers and mothers | | | |
| c. flexibility to accommodate nontraditional family structures | | | |
| d. other: | | | |
| e. other: | | | |
| 9. Quality childcare, respite care, or children's activities are provided to encourage parents' participation in programs | | | |
| 10. Family members have the opportunity to share and learn about ethnic, racial, and religious customs with other participants and staff | | | |
| 11. Families are offered training and support in advocating or negotiating for themselves | | | |
| 12. Families are offered training and support in advocating for their communities and larger societal issues | | | |
| 13. While some activities are time-limited, the program offers opportunities for ongoing participation | | | |
| 14. The program celebrates family participation, accomplishments, and contributions | | | |
| 15. The program involves families who have disabled family members by: | | | |
| a. making sure facilities are handicap-accessible | | | |
| b. supporting parents in advocating for the needs of a child or adult with disabilities (such as needs for education, services, and access) | | | |
| c. linking with service providers who provide specialized services for the disabled | | | |
| d. making sure that activities are flexible and can accommodate disabled participants | | | |
| e. other: | | | |
| f. other: | | | |
| 16. Staff record basic information about the family for follow-up and outreach (eg. name, address, phone, ages of children, and areas of interest or concern) | | | |
| 17. Staff do *not* record unessential and/or duplicative material | | | |
| | | | 246 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| C. Programs and Activities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 18. The program can provide services directly or through links with other programs to help families meet the following basic needs: | | | |
| a. food | | | |
| b. shelter | | | |
| c. clothing | | | |
| d. economic supports | | | |
| e. transportation | | | |
| f. emergency resources | | | |
| g. other: | | | |
| h. other: | | | |
| 19. When it is needed, staff link or refer families to others who provide services related to: | | | |
| a. childcare/respite care | | | |
| b. health care | | | |
| c. mental health/counseling | | | |
| d. drug and alcohol treatment | | | |
| e. housing | | | |
| f. GED/continuing education/ESL | | | |
| g. income supports and benefits | | | |
| h. job training/employment counseling and referral | | | |
| i. legal issues | | | |
| j. domestic violence | | | |
| k. child welfare | | | |
| l. developmental disabilities | | | |
| m. other: | | | |
| n. other: | | | |
| 20. Staff follow up to ensure that services were obtained | | | |
| 21. Staff help families address barriers to accessing other services, such as: | | | |
| a. lack of transportation | | | |
| b. lack of childcare | | | |
| c. inability to pay | | | |
| d. lack of access to telephone or interpreters | | | |
| e. difficulty filling out applications | | | |
| f. difficulty demonstrating eligibility | | | |
| g. other: | | | |
| h. other: | | | |
| 22. The program makes translation services available through bilingual staff, volunteers, college students, or other community resources | | | |
| 23. The program promotes respect for individual and family beliefs, preferences, and lifestyles | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## D. Parent Education and Child Development

This self-assessment booklet will help the program examine how the growth and learning of parents and children are promoted, how connections between families are fostered, and how the parent-child relationship is strengthened.

Family support programs are driven by the belief that parents are their children's most important teachers and that all families need support, information, and resources at some time or another. With that in mind, programs focus on providing resources and support to help build the capacity of parents and all family members. Activities and services are designed to strengthen the bonds between children and parents, increase parental skills and understanding of child development, and improve the ability of parents to manage family responsibilities. All activities demonstrate respect for and recognition of parents' cultures, values, and commitment to their children. Program staff affirm families' strengths and work to deepen parents' understanding of how to nurture and enjoy their children. Family support programs offer a variety of ways for parents and children to learn and grow.

### Where to Find the Answers

- Descriptions of activities and programs
- Goals and objectives of programs
- Toys and learning tools
- Parenting education curricula and materials
- Observations
- Interviews
- Participant satisfaction surveys
- Job descriptions
- Evaluations

### People To Involve in the Assessment

- Parents and children
- Program staff
- Supervisors
- Board or committee members
- Former participants

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The program provides opportunities for parents to learn about child development, including: | | | |
| a. general principles | | | |
| b. appropriate expectations of their children | | | |
| c. activities to engage in with their children | | | |
| d. being sensitive to their children's cues and signals | | | |
| e. other: | | | |
| f. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 2. The program helps parents: | | | |
| a. examine their values and behaviors | | | |
| b. see how their own childhood experience affects their present family interactions | | | |
| c. set their goals for their children and families | | | |
| d. recognize their strengths and abilities as parents | | | |
| e. feel more confident about their parenting skills | | | |
| f. become better parents | | | |
| g. explore cultural traditions and expectations about parenting | | | |
| h. other: | | | |
| i. other: | | | |
| 3. Programs for parents include: | | | |
| a. support and discussion groups | | | |
| b. parenting education classes | | | |
| c. parent-child activities | | | |
| d. other: | | | |
| e. other: | | | |
| 4. The program provides opportunities for children aged birth to five to develop: | | | |
| a. self-esteem | | | |
| b. language skills | | | |
| c. social skills | | | |
| d. basic communication skills | | | |
| e. other: | | | |
| f. other: | | | |
| 5. Activities for children aged birth to five include: | | | |
| a. developmental screenings | | | |
| b. play groups | | | |
| c. childcare and early childhood education | | | |
| d. parent-child activities | | | |
| e. other: | | | |
| f. other: | | | |
| 6. The program provides opportunities for older children to develop: | | | |
| a. a sense of personal responsibility | | | |
| b. goal-setting skills | | | |
| c. a sense of accomplishment and belonging | | | |
| d. critical thinking and problem-solving skills | | | |
| e. communication and negotiation skills | | | |
| f. other: | | | |
| g. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7. Activities for older children include: | | | |
| a. social and recreational activities | | | |
| b. learning and educational activities | | | |
| c. parent-child activities | | | |
| d. other: | | | |
| e. other: | | | |
| 8. The program provides opportunities for adults to develop and enhance: | | | |
| a. self-esteem | | | |
| b. self-control | | | |
| c. decision-making skills | | | |
| d. communication skills | | | |
| e. ability to use resources | | | |
| f. goal-setting skills | | | |
| g. other: | | | |
| h. other: | | | |
| 9. The program provides opportunities for children and parents together that: | | | |
| a. strengthen parent-child relationships | | | |
| b. enhance parent-child communication | | | |
| c. help families learn to resolve conflicts | | | |
| d. build understanding of parent-child interactions | | | |
| e. allow parents and children to learn together | | | |
| f. allow parents and children to discuss experiences involving discrimination | | | |
| g. other: | | | |
| h. other: | | | |
| 10. Parent education and child development curricula: | | | |
| a. convey useful information | | | |
| b. reflect the culture and child-rearing practices of participants | | | |
| c. encourage child- and parent-initiated learning | | | |
| d. are motivating and engaging | | | |
| e. other: | | | |
| f. other: | | | |
| 11. Parents are involved in reviewing and adapting curricula | | | |
| | | | 250 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| D. Parent Education and Child Development | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| **12. Staff:** | | | |
| a. are aware of their own belief systems and biases and do not impose them on parents | | | |
| b. model active listening | | | |
| c. are accepting and supportive of parents | | | |
| d. make distinctions between parents' behavior and parents as people | | | |
| e. interact with children in a warm and nurturing manner | | | |
| f. help children verbalize thoughts and feelings | | | |
| g. clarify their expectations of parents and parents' expectations of them | | | |
| h. other: | | | |
| i. other: | | | |
| **13. Children's activities:** | | | |
| a. are fun, interesting, and educational | | | |
| b. are age-appropriate | | | |
| c. encourage problem solving | | | |
| d. draw out cultural richness | | | |
| e. demonstrate children's intelligence | | | |
| f. are exploratory | | | |
| g. other: | | | |
| h. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## E. Working One-on-One with Families

This self-assessment booklet will help the program review practices involved in assisting families who are experiencing extreme stress or facing multiple issues.

Families go through periods of crisis that can range from short-term incidents to major upheavals. Often families in crisis turn to their family support programs. Staff respond to these families in a timely manner. They have the capacity to assist families through short-term problems, the knowledge and resources to refer them to agencies that can provide long-term and intensive assistance, and the patience and skills to support families over the long term as they access more intensive support. Among the issues that are critical to working with individual families are staff skills, training, and support; ensuring confidentiality and privacy; and making effective referrals and linkages.

### Where to Find the Answers

- Outreach mechanisms
- Follow-up mechanisms
- Staff responsibilities and skills
- Linkages and referral procedures with other service providers
- Policies and practices for working with families individually
- Tools for assessing and setting goals with families
- Supervision practices
- Participant satisfaction surveys

### People To Involve in the Assessment

- Staff who work with families individually
- Supervisors
- Families who have used the services
- Others in the community who offer services
- Program committee members

| E. Working One-on-One with Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Families have the opportunity to meet privately with staff members regarding individual concerns | | | |
| 2. Staff are available to support families through: | | | |
| a. regular drop-in times | | | |
| b. scheduled appointments | | | |
| c. 24-hour emergency access | | | |
| d. other: | | | |
| e. other: | | | |
| 3. Individualized services are easy to access in a confidential manner | | | |
| 4. For families requesting individualized support, a lead staff person is designated as a principal contact | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| E. Working One-on-One with Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 5. Families can switch to a different lead staff person if desired | | | |
| 6. Lead staff and families jointly identify goals, strengths, and needs, regarding: | | | |
| a. each family member | | | |
| b. all family concerns, not just those that the center can address | | | |
| c. each family member's skills and capacities | | | |
| d. the family's social support network (extended family, friends, community) | | | |
| e. families' own internal resources and priorities | | | |
| f. other: | | | |
| g. other: | | | |
| 7. Using assessment information, families: | | | |
| a. develop goals for the use of services and general goals | | | |
| b. make strategies and identify resources in the family, program, and social support network to meet goals | | | |
| c. other: | | | |
| d. other: | | | |
| 8. Family plans are reviewed periodically and revised as needed | | | |
| 9. Lead staff periodically meet with other staff to ensure that all services support the family's changes and growth | | | |
| 10. The program provides opportunities for peer-to-peer support among families experiencing similar issues through: | | | |
| a. mentoring | | | |
| b. support groups | | | |
| c. informal networking | | | |
| d. other: | | | |
| e. other: | | | |
| 11. Family confidentiality is maintained. Parents: | | | |
| a. are informed about how and with whom information will be shared | | | |
| b. can request that some or all information be kept confidential | | | |
| c. must provide written consent before information is shared with other programs | | | |
| d. get copies of reports and have access to materials and files about their families | | | |
| e. other: | | | |
| f. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| E. Working One-on-One with Families | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 12. Consent forms are: | | | |
| a. easy to understand | | | |
| b. in the primary language of parents | | | |
| c. explained clearly to parents | | | |
| 13. The program promotes the safety of all family members by: | | | |
| a. intervening in cases of crisis or extreme stress | | | |
| b. providing access to respite care | | | |
| c. providing information on child and family safety | | | |
| d. training at least one staff member in crisis counseling and domestic violence issues | | | |
| e. understanding and informing families of mandated reporting of child abuse and neglect | | | |
| f. referring families to shelters, legal services, and treatment when necessary | | | |
| g. reporting child abuse and neglect | | | |
| h. other: | | | |
| i. other: | | | |
| 14. Staff are trained to recognize the signs and impact of: | | | |
| a. substance abuse | | | |
| b. developmental delays | | | |
| c. child abuse | | | |
| d. domestic violence | | | |
| e. mental illness | | | |
| f. chronic health problems | | | |
| g. homelessness | | | |
| h. risk of imminent crisis | | | |
| i. other: | | | |
| j. other: | | | |
| 15. When serious family issues arise, staff: | | | |
| a. recognize when a referral is needed | | | |
| b. work with the family to access services to which they are referred | | | |
| c. provide ongoing support and encouragement after referral | | | |
| d. provide opportunities for the family to remain involved in program activities after referral | | | |
| e. other: | | | |
| f. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## F. Relationships with the Community

This self-assessment booklet will help the program review its interaction with, connection to, use of, and influence on various community organizations, networks, resources, and individuals.

Family support programs are not just community-based; they are integral to their communities and contribute to the community-building process. This means that their service menus respond to the specific needs of families in their communities. Programs promote the well-being of the whole community, not just program participants. They engage in community-building activities such as safety patrols, neighborhood clean-up, and community organizing. They also contribute to the social, cultural, and economic life of the community. Many family support programs serve as hubs for community activities, hire staff from the community, and serve as showcases for community pride and community ownership. A primary role of family support programs is to build strong relationships with other community resources and services in order to:

- Connect families to other needed assistance
- Encourage families to become active players in community activities, organizations, and events
- Address service gaps in the community by working collaboratively with other providers
- Improve access to services

### Where to Find the Answers

- Resource and referral information
- Service utilization data
- Community assessment information
- Staff and organizational memberships
- Referral, service, and linkage agreements
- Participation in collaboratons
- Event calendars
- Feedback from community members
- Participation of families in activities and other events

### People To Involve in the Assessment

- Families
- Program staff
- Supervisors
- Director
- Board members
- Community representatives
- Representatives from partner agencies
- Funders

| F. Relationships with the Community | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. The program fosters strong relationships among participating families by: | | | |
| a. bringing together participants with similar interests | | | |
| b. using group activities such as classes and support groups as a way to promote cohesion and exchange of skills and knowledge among participants | | | |
| c. sponsoring "alumni" events or reunions of families who have participated in activities together | | | |
| d. encouraging participants to create phone trees and plan activities outside of the program for themselves | | | |
| e. other: | | | |
| f. other: | | | |
| 2. The program connects participants with other community organizations by: | | | |
| a. providing information or presentations on activities, events, and services available in the community, or guided participation in these | | | |
| b. working with families to identify interests and needs and connecting them with the appropriate resources | | | |
| c. encouraging participants to be active in neighborhood institutions such as churches, block clubs, gardening groups, play groups, cooperatives, etc. | | | |
| d. identifying leadership opportunities in the community and encouraging participation (e.g. PTA, block clubs, planning committees, housing councils, Head Start policy councils, etc.) | | | |
| e. co-sponsoring community activities, fairs, celebrations, etc. | | | |
| f. other: | | | |
| g. other: | | | |
| 3. The program and its participants engage in community-building activities such as: | | | |
| a. town hall meetings with public officials | | | |
| b. community advocacy | | | |
| c. neighborhood cleanups | | | |
| d. safety patrols and meetings with beat reps | | | |
| e. meeting with the media to promote coverage of community issues | | | |
| f. community gardening | | | |
| g. rehabbing property | | | |
| h. health and resource fairs | | | |
| i. cultural celebrations | | | |
| j. participating in school events | | | |
| k. other: | | | |
| l. other: | | | |
| | | | 256 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| F. Relationships with the Community | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 4. The program works to promote comprehensive and accessible services for families by: | | | |
| a. ensuring that current resource and referral information is available to participating families | | | |
| b. updating resource and referral info semiannually | | | |
| c. participating in collaborative planning bodies | | | |
| d. advocating for local, state, and federal-level policy changes that will promote better services for families | | | |
| e. identifying community needs and working with other community organizations to address these needs | | | |
| f. working with other service providers to increase understanding of and ability to relate to families of different cultural backgrounds | | | |
| g. other: | | | |
| h. other: | | | |
| 5. The program serves as a resource for the whole community by: | | | |
| a. sponsoring events for all families | | | |
| b. providing resources or space for community events, meetings, or organizing | | | |
| c. distributing community news or information | | | |
| d. other: | | | |
| e. other: | | | |
| 6. The program develops strong working relationships with other key providers of services and programs by: | | | |
| a. establishing an agreed-upon philosophy for practice | | | |
| b. developing common referral intake forms and information-sharing protocols | | | |
| c. developing specific service agreements detailing service availability, eligibility, and key contacts for families | | | |
| d. providing staff cross-training | | | |
| e. creating ongoing protocols for monitoring relationships | | | |
| f. coordinating scheduling of events | | | |
| g. other: | | | |
| h. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| F. Relationships with the Community | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 7. The program adapts to. | | | |
| a. changing needs of families | | | |
| b. cultural/ethnic changes in the community | | | |
| c. economic and social trends | | | |
| d. other: | | | |
| e. other: | | | |
| 8. The program actively addresses the issues of communities of color by: | | | |
| a. speaking out against and working to correct injustice and inequity that is experienced by community members or exists in the community | | | |
| b. fostering dialogue between different cultural and ethnic groups within the community | | | |
| c. fostering dialogue on issues of social justice | | | |
| d. other: | | | |
| e. other: | | | |
| 9. The program links with culturally specific organizations and professional organizations | | | |
| 10. The program recognizes and works to address issues of turf and other safety issues in the community | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## G. Center Environment*

This self-assessment booklet will help the program examine the physical arrangement of program space with regard to accessibility, safety, and use by children and families as well as staff in group and individual settings.

Programs that are based in family resource centers need to consider some issues that other programs do not. They have special concerns related to, among other things, choices of programs and services, special administrative and staffing concerns, and the center's physical design and maintainance. Family support programs must:

- Be comfortable places
- Provide a home-like environment
- Be clean and well maintained
- Reflect community ownership of the program
- Promote cultural and community pride
- Be accessible and considered safe

Besides being part of the regular self-assessment process, this booklet can help guide decisions when the program is building, redecorating, or making major furniture or equipment purchases.

### Where to Find the Answers

- Feedback from parents and staff
- Survey of program space, equipment, and resources
- Program's certification to meet licensing and building code requirements

### People To Involve in the Assessment

- Families
- Staff
- Architect
- Maintenance staff
- Local artists
- Board members with expertise
- Licensing agencies

* *For related items, see the self-assessment booklet on Programs and Activities.*

| G. Center Environment | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Staff are available to greet all families as they come in the door | | | |
| 2. Parents leave the center with written information: services available, hours, fees, and the names and phone numbers of the people with whom they met | | | |
| 3. Staff follow up on initial visits by providing information, making external or internal referrals, or placing a relationship-building phone call within one week | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| G. Center Environment | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 4. The program has flexible scheduling and operating hours to reflect the needs and employment and/or education schedules of families being served | | | |
| 5. Home visits are available for isolated families or families unable to come to the center | | | |
| 6. Participants are provided a range of opportunities for contributing to program services and activities including: | | | |
| a. organizing or initiating programs | | | |
| b. greeting or orienting new participants | | | |
| c. volunteering in children's programs and childcare | | | |
| d. helping with center improvement projects (painting, sewing, carpentry, repair work, etc.) | | | |
| e. preparing meals | | | |
| f. other: | | | |
| g. other: | | | |
| 7. Transportation, quality childcare, respite care, or children's activities are provided to encourage parents' participation in programming | | | |
| 8. Families using specific services are encouraged to participate in other center activities | | | |
| 9. The program and its environment are: | | | |
| a. inviting and comfortable | | | |
| b. properly child-proofed | | | |
| c. clean and well maintained | | | |
| d. other: | | | |
| e. other: | | | |
| 10. The center includes: | | | |
| a. space for parents to gather informally | | | |
| b. group meeting space | | | |
| c. a place to prepare and eat meals | | | |
| d. a private area for confidential discussions | | | |
| e. a play/activity area for children | | | |
| f. an area in which children and parents can participate in activities together | | | |
| g. accommodations required by the Americans with Disabilities Act (ADA) | | | |
| h. adequate work space for staff | | | |
| i. a secure filing space | | | |
| j. a welcoming reception area | | | |
| k. changing tables | | | |
| l. other: | | | |
| m. other: | | | |
| | | | 260 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| G. Center Environment | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 11. The program meets all local, state, and federal licensing, insurance, and safety standards | | | |
| 12. The program is situated: | | | |
| a. near local transportation and/or has parking available | | | |
| b. in a well-lit area | | | |
| c. in a safe part of the community | | | |
| d. other: | | | |
| e. other: | | | |
| 13. Families are involved in the design and decoration of the center | | | |
| 14. The program's decor, including photos and art on the walls, reflects the culture or cultures of the community it serves | | | |
| 15. The children's activity area is arranged in learning centers that: | | | |
| a. allow children to make choices | | | |
| b. encourage cooperative social interaction | | | |
| c. capitalize on children's individual interests | | | |
| d. are appropriate for a wide range of developmental capabilities | | | |
| e. are cleaned and sanitized according to a regular schedule | | | |
| f. other: | | | |
| g. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## H. Home Visiting*

This self-assessment book will help the program examine how home visiting is used to engage families and how it is adapted to their unique characteristics, circumstances, concerns, and interests.

Home visiting is an important resource for families that is provided by family support programs. Home visits provide an excellent opportunity for the family and the worker to establish a close, trusting relationship that is the basis for providing support, imparting information, and making connections with other people and resources in the community. The duration of home visiting and the focus of visits vary depending on family and program goals. Programs that use home visiting as the primary means of contact must have the ability to (1) engage families effectively, (2) adapt to the unique characteristics and circumstances of each family, (3) address the concerns and interests of each family, and (4) respect cultural mores about child rearing and families' values. Effective home visiting programs also provide opportunities (such as group activities, events, and workshops) for families to meet each other. Because home visiting staff spend the majority of their time working independently, it is important to ensure that they are well trained, supported, and supervised.

### Where to Find the Answers

- Program description and goals
- Job description of home visitor
- Case notes from home visitor case load
- Focus groups or interviews with home visitors
- Satisfaction surveys completed by families
- Focus groups or interviews with families
- Observations of home visits

### People To Involve in the Assessment

- Families currently involved in the home visiting program
- Families who have participated in the home visiting program
- Home visitor staff
- Supervisors
- Board or committee members

* *For related items, see the self-assessment booklet on Programs and Activities*

| H. Home Visiting | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Home visits are designed to meet families' needs | | | |
| 2. Home visits are offered on a voluntary basis | | | |
| 3. Home visits are scheduled at times that are convenient for the family | | | |
| 4. Families and home visitors determine the content and duration of the visits together | | | |
| 5. Home visitors are respectful of family circumstances and living conditions and express their appreciation for the family's hospitality | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| H. Home Visiting | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 6. Home visitors are respectful of the customs and child-rearing practices of individual families | | | |
| 7. Home visitors speak the primary language of the family | | | |
| 8. Home visitors acknowledge all family members and are able to relate to children as well as parents | | | |
| 9. Home visits are flexible and adapt to changes in family concerns or situations | | | |
| 10. Home visitors maintain phone or other contact with families between visits | | | |
| 11. Home visitors and families address a wide range of family concerns, including: | | | |
| a. child and parental health and safety | | | |
| b. child and adolescent development | | | |
| c. parenting and child rearing | | | |
| d. family relationships | | | |
| e. setting personal and family goals | | | |
| f. life skills and communication skills | | | |
| g. accessing and using local resources | | | |
| h. relationships with local institutions, e.g., schools and health centers | | | |
| i. issues of racism or discrimination | | | |
| j. other: | | | |
| k. other: | | | |
| 12. Parents involved in home visiting have opportunities to participate with other families in group activities, events, or workshops | | | |
| 13. Home visitors are knowledgeable about: | | | |
| a. community resources, informal networks, and local customs and events | | | |
| b. indications of developmental delays, child abuse, domestic violence, depression, and substance abuse | | | |
| c. problem solving and conflict resolution | | | |
| d. customs and cultures of families | | | |
| e. health and wellness indicators | | | |
| f. parenting | | | |
| g. other: | | | |
| h. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| H. Home Visiting | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 14. Home visitors: | | | |
| a. listen to parents concerns | | | |
| b. link parents to community resources | | | |
| c. make referrals to appropriate services | | | |
| d. act as parents' advocates with community agencies | | | |
| e. encourage parents to advocate for themselves | | | |
| f. other: | | | |
| g. other: | | | |
| 15. Home visitors ensure that families receive the services they are referred to by: | | | |
| a. following up with families and providers | | | |
| b. accompanying families to appointments if asked | | | |
| c. providing or arranging for childcare, respite care, or transportation if needed | | | |
| d. other: | | | |
| e. other: | | | |
| 16. Parents involved in home visiting programs are routinely asked to provide input into program planning, implementation, and evaluation | | | |
| 17. Home visitors receive ongoing supervision, support, and training | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## I. Staff Roles and Capacities*

This self-assessment booklet will help the program review job expectations, necessary skills, supervision and professional development, management policies, and internal communication.

The ability of staff to establish respectful and nurturing relationships with parents and children is the key ingredient to successful family support programs. Family support program staff have strong interpersonal skills and knowledge of child and family development and family support principles, and the program develops and supports staff to be effective partners and mentors who can link program participants with resources. The program ensures that staff have the flexibility to respond to the concerns and needs of each parent while maximizing or building on his or her strengths. The way staff work with families—sharing power, supporting growth, and developing leaders—is the same way supervisors and/or directors work with program staff.

While none of the self-assessment booklets should not be used to evaluate the performance of specific staff, this booklet can be part of an annual staff review to determine areas in which growth and skill development have occurred or in which additional support is needed. Its main use is to determine larger organizational issues such as staff policies, ongoing training needs, supervisory needs, and hiring gaps.

### Where to Find the Answers

- Organizational chart
- Job descriptions
- Training materials
- Licensing requirements
- Staff handbook
- Operations/policy handbook
- Observations of staff
- Interviews with staff and families
- Supervision plan

### People To Involve in the Assessment

- Line staff
- Paraprofessionals
- Volunteers
- Supervisors
- Families
- Committee members
- Board leadership

* *For related items, see the self assessment booklet on Working One-on-One with Families.*

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Staff responsibilities are linked to the stated mission, goals, and outcomes of the program | | | |
| 2. Staff reflect the racial, ethnic, and cultural heritage of families being served | | | 265 |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 3. Experience, competence, and sensitivity in working with people of different races and cultures is included in hiring criteria for all positions.* | | | |
| 4. All staff are provided initial and ongoing training in family-supportive practice, including: | | | |
| a. working with the entire family | | | |
| b. assisting families in identifying and building on strengths and capacities | | | |
| c. working with families as equal partners in service delivery decisions | | | |
| d. understanding the culture, context, and values of the families in the community | | | |
| e. understanding each family's uniqueness | | | |
| f. working collaboratively with others | | | |
| g. documenting and record keeping | | | |
| h. recognizing and combating bias and racism | | | |
| i. other: | | | |
| j. other: | | | |
| 5. Staff training is ongoing and scheduled regularly | | | |
| 6. Staff have strong interpersonal skills, including: | | | |
| a. respect for others | | | |
| b. effective communication | | | |
| c. problem solving | | | |
| d. patience/persistence | | | |
| e. mentoring/coaching | | | |
| f. appreciation/affirmation | | | |
| g. maintaining confidentiality | | | |
| h. conflict resolution | | | |
| i. empathy and warmth | | | |
| j. openness and flexibility | | | |
| k. willingness to share personal stories when appropriate | | | |
| l. optimism and a sense of what is realistic | | | |
| m. ability to understand multiple perspectives | | | |
| n. good judgement and boundary setting | | | |
| o. ability to share power with families | | | |
| p. ability to work across cultures | | | |
| q. other: | | | |
| r. other: | | | |

* Adapted from *Inclusiveness Assessment Tool*, Minneapolis, Minn.: Rainbow Research Inc. (See appendix: Additional Self-Assessment Tools.)



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| **7. Staff are knowledgeable about:** | | | |
| a. child development and normal developmental stages of families | | | |
| b. knowledge and skills parents need to promote healthy development of children | | | |
| c. other services in the community and the experiences of families using these services | | | |
| d. customs of the family members with whom they work | | | |
| e. adult development | | | |
| f. other: | | | |
| g. other: | | | |
| **8. Staff's skills complement each other. At least one staff member has skills in:** | | | |
| a. facilitating parent-child activities and family events | | | |
| b. early childhood education and childcare | | | |
| c. home visiting | | | |
| d. facilitating support groups | | | |
| e. counseling | | | |
| f. crisis management | | | |
| g. leadership development | | | |
| h. advocacy | | | |
| i. other: | | | |
| j. other: | | | |
| **9. Staff provide an empowering environment so that parents can take the lead in making decisions about the family** | | | |
| a. Families set the agenda and priorities for services | | | |
| b. Staff and family members identify options and resources for addressing family priorities | | | |
| c. Staff encourage family members to think through their options | | | |
| d. Staff are supportive of family decisions | | | |
| e. other: | | | |
| f. other: | | | |
| **10. Staff establish respectful relationships with families. Staff:** | | | |
| a. understand that their relationship with families is dynamic and will change over time | | | |
| b. respect the pace at which families handle issues | | | |
| c. help families recognize steps taken and celebrate accomplishments | | | |
| d. ensure that any disagreements with families are resolved fairly | | | |
| e. other: | | | |
| f. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 11. Staff promote cultural awareness and understanding by: | | | |
| a. discussing racial, ethnic, and religious issues with each other | | | |
| b. discussing racial, ethnic, and religious issues with families | | | |
| c. addressing issues of racial bias when they occur | | | |
| d. other: | | | |
| e. other: | | | |
| 12. Mechanisms are in place for different staff working with the same family to regularly share information while ensuring confidentiality | | | |
| 13. Staff give input through: | | | |
| a. staff/team meetings | | | |
| b. open-door policies | | | |
| c. retreats | | | |
| d. group problem solving | | | |
| e. participating on board committees | | | |
| f. other: | | | |
| g. other: | | | |
| 14. Staff partner with supervisors to set goals and monitor progress in job performance | | | |
| 15. The program strives to hire staff from within the community served | | | |
| 16. The program strives to create a diverse staff | | | |
| 17. Expectations and job responsibilities are clearly communicated to staff through: | | | |
| a. initial orientation | | | |
| b. written job descriptions | | | |
| c. regular supervision | | | |
| d. regular performance reviews | | | |
| e. a clear organizational chart of staff | | | |
| f. a handbook of personnel policies | | | |
| g. other: | | | |
| h. other: | | | |
| 18. Staff understand each other's roles and functions | | | |
| 19. Staff are encouraged to work together as a team | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| I. Staff Roles and Capacities | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 20. Staff growth and development is supported through: | | | |
| a. clear growth opportunities | | | |
| b. career counseling | | | |
| c. resources for classes, conferences, and other learning opportunities | | | |
| d. administrative leave to attend classes | | | |
| e. other: | | | |
| f. other: | | | |
| 21. The program supports staff members by: | | | |
| a. ensuring workers' and families' safety | | | |
| b. ensuring that staff members have reasonable workloads | | | |
| c. encouraging mentoring and regular communication among staff members | | | |
| d. maximizing staff flexibility | | | |
| e. providing wages that are consistent with experience and responsibilities | | | |
| f. providing adequate benefits | | | |
| g. addressing job-related stress | | | |
| h. creating an environment in which staff are comfortable and secure in asking for help | | | |
| i. other: | | | |
| j. other: | | | |
| 22. The program provides volunteers with | | | |
| a. written agreements outlining roles and expectations | | | |
| b. supervisory support and training | | | |
| c. recognition for their work | | | |
| d. opportunities to meet personal goals | | | |
| e. other: | | | |
| f. other: | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## J. Monitoring and Evaluation

This self-assessment booklet will help the program review information and reporting systems that document service delivery and outcomes which relate to the mission and contractual obligations of the program. Because it is often difficult to evaluate family support programs using traditional scientific methods, it is important that programs adopt a carefully designed process of continuous self-monitoring and self-correction. Programs need to have feedback mechanisms that help them gauge their success in:

- Meeting identified community needs
- Appropriately implementing program components
- Serving target populations
- Assuring that services are utilized
- Keeping participants satisfied with the services
- Helping participants achieve their goals
- Upholding fiscal policies and accountability
- Achieving program purpose and outcomes
- Meeting funder requirements or contractual obligations

The results of monitoring and evaluation provide information for strategic planning and the redesigning of programs so that the program constantly learns, self-corrects, and improves its programs and practices.

### Where to Find the Answers

- Agency goals, objectives, and mission statements
- Monthly and annual reports
- Intake and assessment forms
- MIS data base/system
- Community assessment information
- Participant satisfaction surveys
- Program evaluations
- Accreditation or quality assessment
- Interviews

### People To Involve in the Assessment

- Director
- Supervisors
- Line staff
- Operations staff
- Board members
- Parent representatives
- Program evaluators

| J. Monitoring and Evaluation | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| 1. Time and funds are set aside for evaluation work | | | |
| 2. The program maintains clear and complete records to document: | | | |
| a. participant characteristics | | | |
| b. program participation | | | |
| c. service delivery and utilization | | | |
| d. staffing | | | |
| e. referral and interagency record-keeping | | | |
| f. program costs | | | |
| g. other: | | | |
| h. other: | | | |
| 3. The governing board, planning committee, or advisory council (which includes parent/family representatives) regularly reviews and monitors: | | | |
| a. consistency of expenditures with budgets, contracts, and fiscal policies | | | |
| b. compliance with regulatory and licensing requirements | | | |
| c. results of participant satisfaction surveys and other monitoring efforts | | | |
| d. data showing how much programs are utilized, and by whom | | | |
| e. feedback from participants | | | |
| f. staff performance reviews | | | |
| g. consistency of service menu with results of completed community assessments | | | |
| h. linkages and relationships with other service providers | | | |
| i. required reports | | | |
| j. progress toward goals | | | |
| k. other: | | | |
| l. other: | | | |
| 4. An assessment of community needs and resources has been conducted and is updated annually to inform the planning process | | | |
| 5. The program conducts periodic self-assessment of program components | | | |
| 6. The program gathers and uses data on participant satisfaction for program development and improvement | | | |
| 7. The program regularly asks families for feedback through: | | | |
| a. surveys and interviews | | | |
| b. focus groups | | | |
| c. suggestion boxes | | | |

Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential
Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

| J. Monitoring and Evaluation | Degree of Importance | Degree of Implementation | How Do We Know? |
|---|---|---|---|
| d. informal conversations | | | |
| e. other: | | | |
| f. other: | | | |
| 8. Staff contact families who have left the program to identify potential gaps, weaknesses, and strengths in the program | | | |
| 9. Program goals and objectives are linked to measurable indicators of success | | | |
| 10. A process is in place for collecting information on progress toward program outcomes | | | |
| 11. Evaluation results are shared with: | | | |
| a. staff | | | |
| b. participants | | | |
| c. board | | | |
| d. funders | | | |
| e. the broader community | | | |
| f. other: | | | |
| g. other: | | | |
| 12. The program monitors its ability to help families: | | | |
| a. meet goals | | | |
| b. change behaviors | | | |
| c. develop new skills and capacities | | | |
| d. other: | | | |
| e. other: | | | |
| 13. The program monitors its ability to make community systems more family-friendly through: | | | |
| a. collaborative links with community organizations (indicate number) | | | |
| b. referrals (indicate number) | | | |
| c. interagency planning meetings (indicate number) | | | |
| d. joint funding (indicate dollar amount) | | | |
| e. other: | | | |
| f. other: | | | |
| 14. The program periodically reviews progress in the area of cultural responsiveness and awareness | | | |
| 15. Evaluation information is routinely captured in reports so that it can be used in ongoing planning and development and in quality assurance | | | |



Degree of importance: **0** not relevant, **1** low importance, **2** moderate importance, **3** high importance, **4** essential

Degree of implementation: **0** not relevant, **1** not at all, **2** sometimes, **3** most of the time, **4** always

## Order Form: *How Are We Doing?*

### *How Are We Doing?* Kits

| | |
|---|---|
| **Quantity** | _____ |
| **x $24.95 each (FRCA member)** | **$** _____ |
| **x $32.50 each (non-member)** | **$** _____ |
| **– Volume discount (see below)** | **$** _____ |
| **Kit total** | **$** _____ |

*Volume discount applies to kits only. Deduct: 10% for five or more, 15% for 25 or more.*

### Self-Assessment Booklets

Each package contains 10 copies of one self-assessment booklet.

| Package(s) | Quantity of Packages |
|---|---|
| ❑ A. Governance | _____ |
| ❑ B. Outreach/Engaging Families | _____ |
| ❑ C. Programs and Activities | _____ |
| ❑ D. Parent Education and Child Development | _____ |
| ❑ E. Working One-on-One With Families | _____ |
| ❑ F. Relationships with the Community | _____ |
| ❑ G. Center Environment | _____ |
| ❑ H. Home Visiting | _____ |
| ❑ I. Staff Roles and Capacities | _____ |
| ❑ J. Monitoring and Evaluation | _____ |
| **Total quantity** | _____ |
| **x $5 each** | **$** _____ |

### Shipping and Handling

| Order total | Shipping and handling cost |
|---|---|
| ❑ $5.01–$19.99 | $2.50 |
| ❑ $20.00–$49.99 | $5.00 |
| ❑ $50.00–$99.99 | $7.50 |
| ❑ $100.00–$149.99 | $10.00 |
| ❑ $150.00–$199.99 | $15.00 |
| ❑ $200.00 or more | 10% order total: $ _____ |
| **+ Order total from above** | **$** _____ |
| **Amount enclosed** | **$** _____ |

**Ship to:**

Name _____ Title _____

Organization _____

Address _____

City _____ State & Zip _____ _____

Phone _____ Fax _____

**Payment:**

__Check enclosed Purchase order enclosed, # _____

__MasterCard __Visa Card No. _____ Exp. _____

FAMILY RESOURCE COALITION OF AMERICA
Changing the Way America Works for Families

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312/338-0900 (phone) 312/338-1522 (fax)